

JUN 1948

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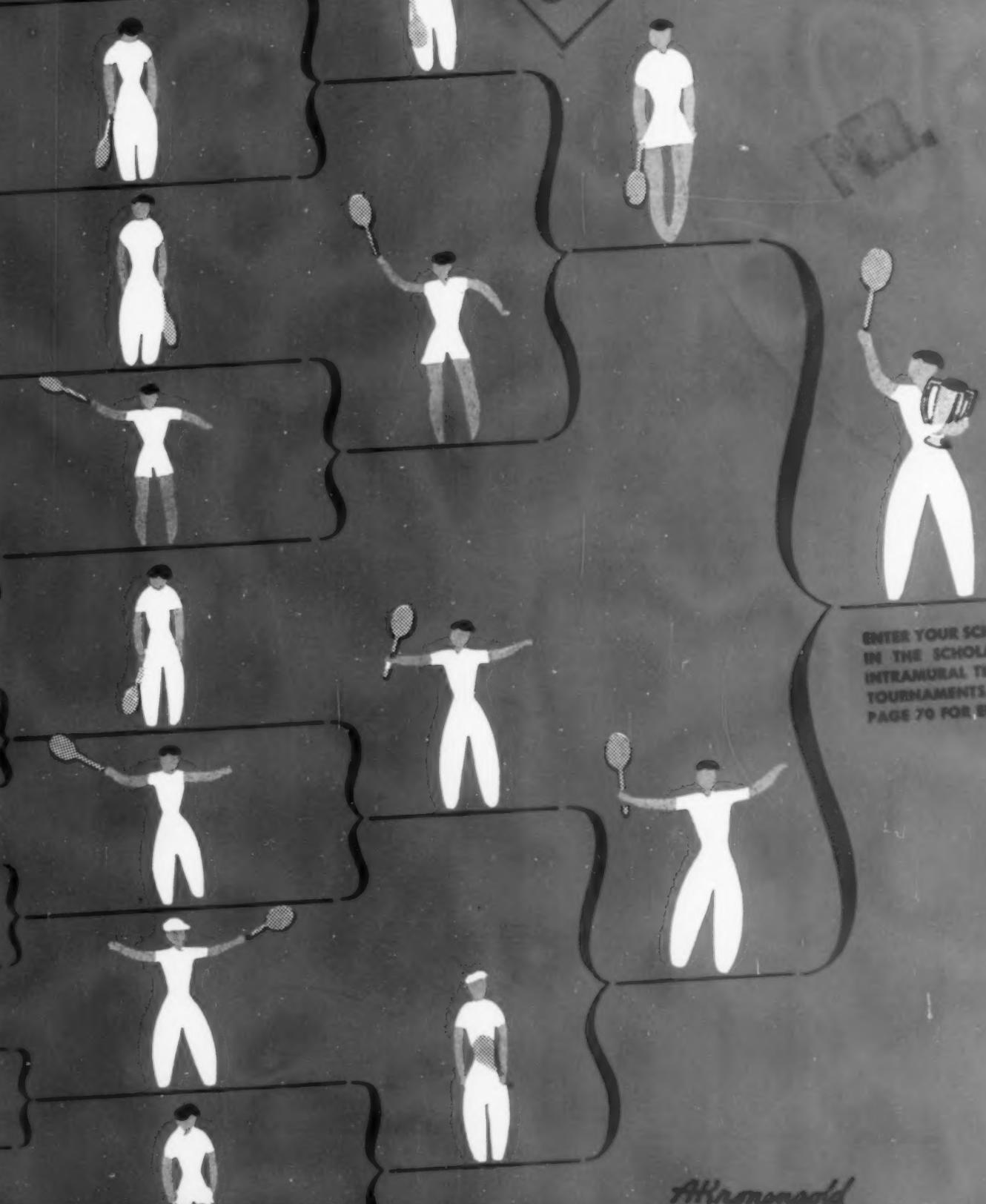
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SCHOLASTIC COACH

Reg. U. S. Pat. Off.
VOLUME 17 • NUMBER 9 • MAY

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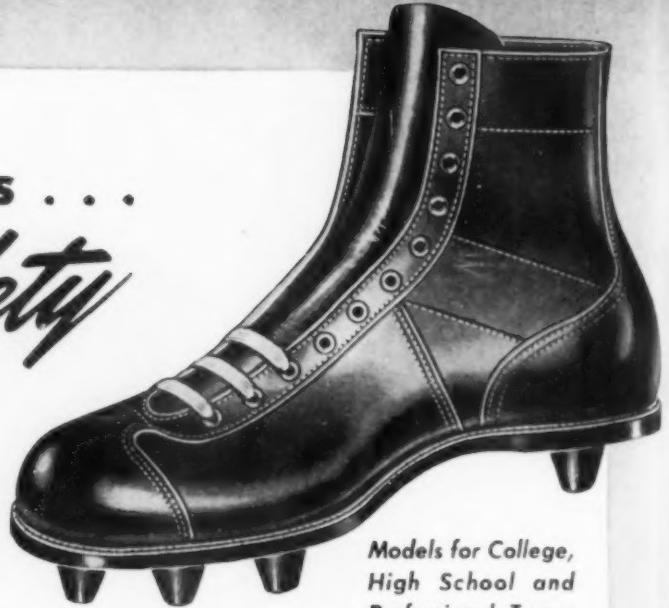
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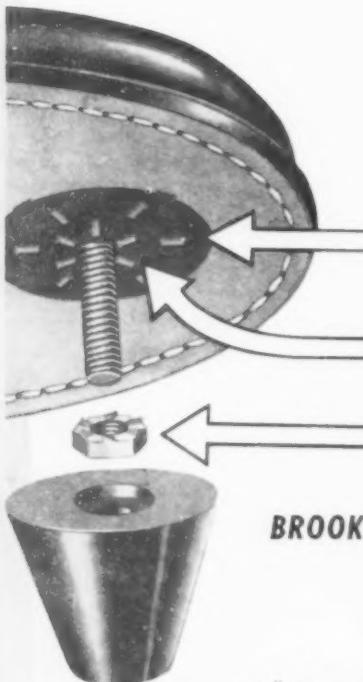


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Here
Below

Salute to the super ten

HAVING already exhausted a foul-circle-full of *gigantics*, *colossals*, and *stupendous* on our annual round-up of state basketball champions (see pages 7, 12-22), we won't attempt to belabor you with any more superlatives *here below*.

As a final fillip, however, we'd like to salute the ten schoolboy contingents which, on the basis of their season records, topped the nation for 1947-48.

Nothing official about this, mind you. All we did was select the ten Class A (or AA) state champions which compiled the best won-lost records last season. They were:

High School	Won	Lost
Brewers (Ky.)	32	0
Tucson (Ariz.)	28	0
Findlay (Ohio)	27	0
Weber (Utah)	10	0
Pinckneyville (Ill.)	33	1
Beaumont (St. Louis, Mo.)	28	1
Portales (N. Mex.)	27	1
Westerley (R. I.)	23	1
Grand Island (Neb.)	22	1
Orange (N. J.)	19	1
Princeton (W. Va.)	19	1

As last year, only three quintets managed to escape unbeaten. Although Brewers of Kentucky turned in the most impressive record, 32-0, the gold-meshed basket for outstanding achievement must go to Hillhouse of New Haven (Conn.).

The Hillhouse cagers, coached by Sam Bender, racked up their fourth straight title!

The only other schools to repeat their 1947 victories were Beaumont of St. Louis (Mo.), coached by Tom Stanton, and Westerley of Rhode Island, piloted by Jim Federico.

Beaumont, incidentally, was the only team to reappear in our top-ten rankings. Last year they won 29 and lost 1. This year they "slumped" to 28 and 1.

THE sports world is a little poorer today. A very fine gentleman has left it. We refer to Dr. John Bain Sutherland, a great football coach

and a great human being. He died on April 19—to the shocked dismay of everyone who really knew him.

A rigid disciplinarian, "Jock" thrived on hard work and perfection of detail. Coupled with a natural reserve, this led many people to believe him hard and cold. Ergo, such nicknames as "Silent Scot" and "The Great Stone Face."

Underneath though, "Jock," while no weepy sentimental, was quite a guy—as the following story will illustrate.

Several weeks before leaving on the scouting trip which culminated in his break-down, "Jock" conducted a coaching school for one of his former Pitt players, Ted Dailey, at Coatesville (Pa.) High School. After the final lecture, Ted presented him with a handsome check for his services, and that was the last time he saw the "Old Mon" alive.

As you probably know, "Jock," a few weeks later, was found wandering dazedly in a Kentucky field. All he could remember was his name. To confirm the identification, the people at the local hospital went through his belongings.

They carefully sifted through his papers until they came across the check he had received from Dailey. They turned it over—and found that "Jock" had endorsed it back to Coatesville High School as a gift!

We think "Jock" would have liked the way Harry Keck, of the Pittsburgh Sun-Telegraph, reviewed the funeral services.

"The services in the church lasted only about 20 minutes. When they were over, the rain had slackened outside, and the cortège moved on to Homewood Cemetery where a Scottish piper played the Lament. The earthly saga of Sutherland was ended.

"With the day weeping in concert with the depressed spirits of the mourners, you couldn't help but think what Jock would have said if he'd been alive and able to take in the setting. It would have been a laconic:

"There will be very little scoring today in this rain."

SUBSIDIZATION of athletes has been a controversial issue ever since our colleges discovered that a lot of people would pay cash to see 22 hefty heifers harry the heck out of a 15-ounce hunk of pigskin.

At least 30 of the 44 annual conventions of the N.C.A.A. have punted this little problem around, and nobody as yet has come up with a solution worth more than two points.

So far it's been a nice private squabble between the educators and the athletic heads. Few members of either team have asked the public for *their* opinion. After all how much cerebration can you expect of a guy who'll get up three bucks for a seat 28 rows behind a goal post?

Out of curiosity perhaps, an organization calling itself "The Iowa Poll" decided it was time to discover what the average American thinks of athletic subsidization. It sent a flock of field reporters into motion armed with this question:

"Most colleges help cover the expenses of students who show exceptional ability in music, literature, mathematics, and other school subjects. Do you think colleges should also be allowed to help cover the expenses of students with exceptional ability in football, basketball, and other athletics which the public pays to see?"

Here's how the question was answered:

	Total	City	Town	Farm
Yes	50%	55%	42%	49%
No.	35	32	38	36
No opinion	15	13	20	15

In other words, about half the people approve of athletic scholarships, while a third object to them. Rather surprisingly, the poll shows that the strongest opposition comes from the towns rather than the cities and farms, and that the people with college backgrounds evidenced the highest approval of scholarships.

Pretty potent ammunition for the athletic administrators, isn't it?

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Crozier Tech repeats its 1946 victory in Texas.



Pinckneyville, a first-time winner in Illinois.

TAKE any five superlatives (*greatest, biggest, most stupendous, etc.*), mix well, and ladle out in generous portions—and you have a perfect historiography of the 1948 state basketball championships.

A light once-over of the accompanying reports reveals that 9 out of the 16 states covered, reported huge increases in attendance. Most of the other states couldn't possibly have reported any increases, since their tournaments have been bulging the doors for years.

Here are a number of quotes which will give you an idea of how popular these tournaments have become:

- "Attendance records fell with a crash." (Texas)
- "Attendance figures were shattered for the second year in a row." (Alabama)
- Despite the worst blizzard in the state's history, "A turn-away crowd of more than 5,000 witnessed the finals." (Oklahoma)
- "Before the largest crowd ever to witness a high school basketball game in the state . . ." (Tennessee)
- "An all-time record crowd of more than 300,000 witnessed the state series this year." (Michigan)

State Finals 1948

So there you are, men. Next time anyone dares deny that basketball isn't the nation's No. 1 high school pastime, just chest-pass these figures at him.

A complete run-down of the 43 state champions, together with their coaches and season records, is presented on page 14. As far as we know, this is the only complete resume of state winners extant.

The 5 other states—New York, Massachusetts, Maryland, Delaware, and California—do not conduct state championship tournaments.

Judging by our questionnaire returns, most state administrators appear quite content with the game as it now stands. Only a handful of men made any suggestions for improving the game.

New Jersey made three recommendations: "Have official handle ball after baskets . . . cancel right of team to waive free throws . . . permit coaches to talk to teams during time-outs (1948-9 code will permit this)."

Wyoming: "Game has become very rough . . . defense swarms all over offense . . . adult crowds are tough."

Illinois: "Modify the 3-second rule so that it applies only to player with ball."

ILLINOIS

Lo, the modern Egyptian

FOR the first time since Pop Trout's "Orphans" turned the trick in 1942, the huge trophy emblematic of the state basketball championship rests down in "Egypt"—the property of a smooth-working, deadly accurate team of sharpshooters from Pinckneyville, seat of Perry County.

H. Allen Smith, in his latest opus, *Lo, the Former Egyptian*, mentions many of the world-renowned celebrities who hail from "Egypt's" humongous centers. But Smith's side-splitter was written a year too soon. This year he could have added the saga of Coach Merrill "Duster" Thomas, the home-town boy who made good; the prematurely greying coach who

altered the traditional coach's sob story by openly predicting that his boys would win the state title.

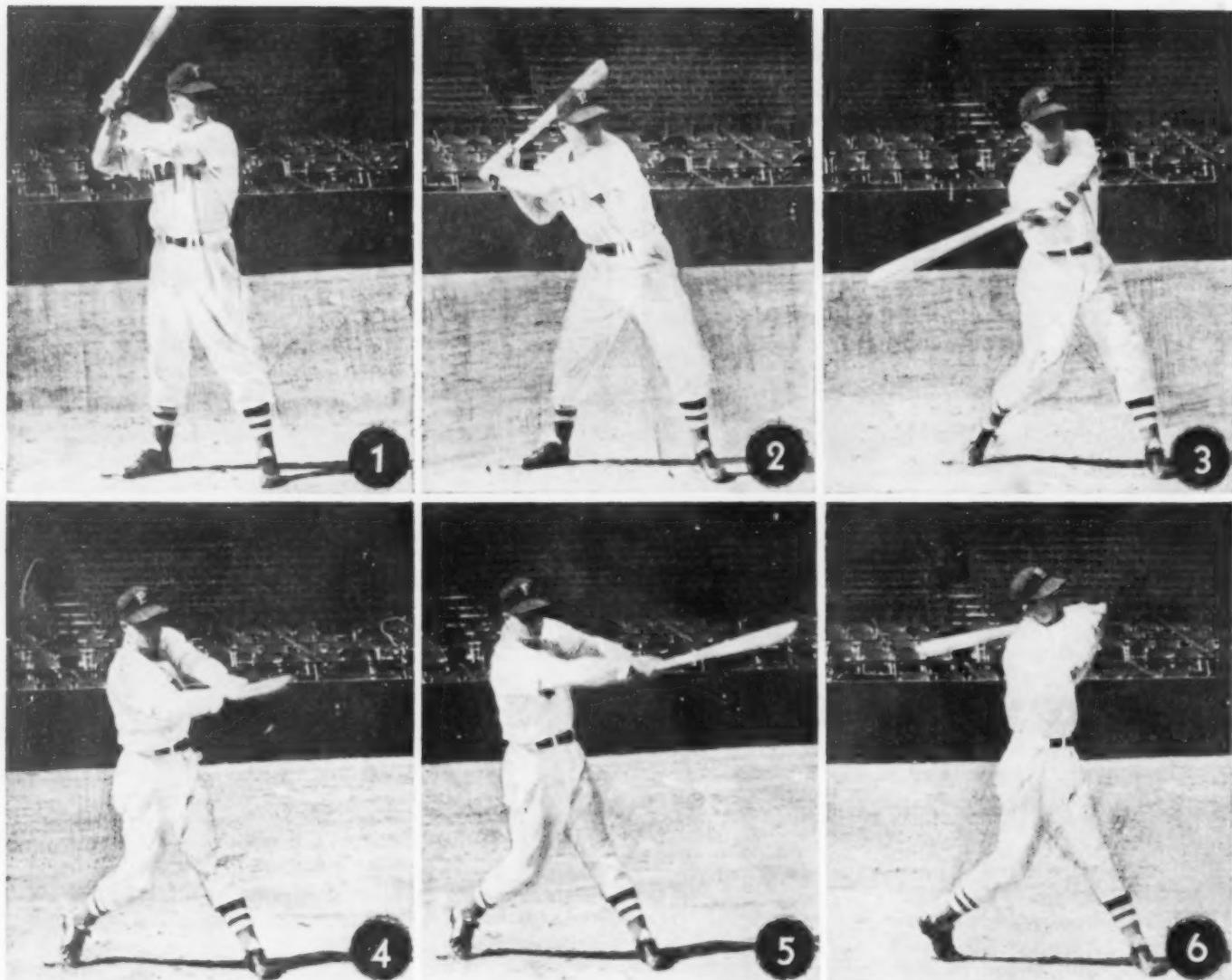
Smith could also recount the feats of Frank Gladson, the cool, heady co-captain who nonchalantly brings the ball up front to set up devastating plays and who refuses to smile for the photographers because of his two missing upper incisors. Or he could tell of Bob Johnson, the big, rugged forward who is deadly on rebounds at both ends of the floor and who has perfected the "fall-away" shot from in front of the basket; or of Dave Davis, hard-working center, or Clipper, a stellar guard, or of Millikin, the farm boy turned basketball artist in one year.

It was Pinckneyville's second appearance at a state final and its first title. Being in the tough upper

bracket, the Panthers had to reach the top the hard way. They did it the way they had won most of their games during the season—playing one game at a time, making every opponent play their style of game, never losing their poise, and by combining a deliberate offense with a tight defense and an uncanny eye for the hoop.

The Panthers wasted no time getting started in the pay-off game against Rockford East. At the five-minute mark, they had a 9-0 lead. And that was the ball game. The Rabs never threatened and did not even score until almost six minutes had elapsed.

At the end of the quarter, it was 18-6, at the half, 35-19; at the three-quarter mark, 35-19. The final was (Continued on page 12)



BOBBY DOERR • BOSTON RED SOX

THE crack Red Sox second baseman is one of those rare players who developed into a long-ball slugger over-night. After amassing an anemic total of 13 home runs in his first five seasons in organized baseball, the Doerr opened up in 1939, clouting 12 homers. Since then, he has never failed to produce at least 15 per season.

A very evident appurtenance of his stance is the cock of his bat. Doerr makes a conscious effort to promote a free swing action by keeping his arms away from his body. Note, in the first picture, how he keeps the elbows out so that the bat is cocked almost perpendicular to the ground.

He stands perfectly erect, facing the pitcher over his left shoulder. The cocked bat is kept abso-

lutely motionless. There is no furious wagging—a fact which should be brought to the attention of high school batters, many of whom are guilty of too much of this concentration-destroying movement.

As the pitch comes in, Doerr takes a short sliding step forward and really whips the wood into the ball. Notice the loose beautiful freedom of his arm action and how the arms are fully extended at the point of contact (No. 4). All the power of the shoulders, arms, and hips flow behind the bat as contact is established at the ideal spot—just in front of the plate.

The wrists are just beginning to turn over in No. 5, and the follow-through is completed in the last picture. The position of

the bat over the left shoulder indicates that Doerr has slightly upper-cutted the ball.

Common faults to watch for in batting include:

1. Keeping the bat too close to the body, cramping the swing.
2. Stepping into the bucket.
3. Stepping back with the rear foot.
4. Stepping forward too quickly or two belatedly.
5. Raising the left shoulder and golfing the ball.
6. Pushing at the ball instead of slapping at it.
7. Failing to bring the weight forward.
8. Taking too long a step into the ball.
9. Failing to pivot the hips properly and not whipping the wrists at contact.



in Swing

HAL WAGNER • DETROIT TIGERS

NOW for a study of a left-handed hitter—Hal Wagner, Tiger catcher. Notice how closely this strip parallels the other? If you'll check the corresponding photos in these strips, you'll discover a baseball truism: that once the pitcher releases the ball, practically every batter sheds his individual idiosyncrasies and executes a standard set of movements to meet the ball.

Wagner's stance, for example, definitely differs from Doerr's. He holds the bat flatter and closer to his body, and seems more relaxed, judging by the slight flex of his knees.

Once the ball comes in, however, the individual differences vanish. Compare pictures 2-5 in

each of these strips. Practically identical, eh? Study the two No. 4 shots particularly. Here contact is established. Did you ever see two pictures more alike?—despite the fact that the boys started with different stances and swung from different sides of the plate.

Note that the ball is hit off a straight front leg, with the rear member flexed and up on the toe. The arms are fully extended and the hips and shoulders are pivoting squarely into the ball.

Other points noteworthy of attention are:

1. The eyes. Notice how both batters never take their 20-20's off the ball from the moment they set their feet until the ball is met. Many kids have a bad habit of

pulling their heads away just before meeting the ball. Show them picture No. 4 in each series as a remedial aid. Note how the head "stays in there" all the time.

2. The step. Short and balanced, directly forward or slightly toward the plate, with the toe opened.

3. The swing. Parallel to the ground as much as possible.

4. Follow-through. Natural movement, let the bat take its natural course. Do not stop the swing abruptly, but, at the same time, do not "pose" after following through. Drop the bat and hustle to first, without looking at the flight of the ball.

Let the coach guide you in your turn at first.

(From movies taken by Claus Gelotte for The Open Road for Boys)

THE old bromide that "One man's meat is another man's poison," certainly holds true in the coaching of distance runners, especially on the high school level.

Schoolboys possess a fairly wide range of variability in their rate of growth and development (bones and muscles), vascular systems, and nervous systems.

of this variability and regulates the training schedule to meet the boy's particular needs, will be far more successful than the coach who fails to do so. The former is scientific; the latter is merely groping in the dark.

Distance runners come in all sizes and shapes. Three of the more common types are:

First, the slim, wiry type who, though usually having more than average ability and speed, lacks stamina and ruggedness.

Second, the large, strong, well-developed boy blessed with a great deal of natural strength and ruggedness, but somewhat deficient in speed and natural running ability.

Third, the young, rapidly growing youth whose size belies his age.

Before briefly sketching the individual training schedules for these types, the writer would like to point out that these schedules are not applicable to all cases and, though they have proven fairly successful, this in itself does not mean that other types of schedules would not have proven just as successful.

To exemplify the schedule followed by the slim, wiry type of runner, the writer has selected the routine employed by the Los Angeles City Schools All-City Mile Cham-

Training for

By ROBERT L. BAKER

pion of 1947, Robert "Lefty" Halpin.

"Lefty" stands 5 ft. 10 in. and weighs 134 lbs. in running condition. Having turned 19 years of age during May of the '47 season, he was slightly older than the average schoolboy runner.

Once the competitive season got underway, it soon became evident that "Lefty," despite his maturity could not stand much training. Any workout beyond a half-mile, robbed him of his "reserve," with the result that his next race would suffer. The fact that "Lefty" possessed an abundance of relaxation and rhythm, in addition to superior speed, helped compensate for his lack of stamina. His victories resulted from utilizing the aforementioned factors, remaining exceptionally cool under stress, rationing his energy very sparingly, and, like all champions, having the intestinal fortitude to run himself out completely.

After "Lefty" had spent the first four weeks on general conditioning such as calisthenics, alternate walking and jogging, wind-sprints, and straight-aways at 5/6 speed, considerable experimentation indicated that the following schedule would best serve his needs.

Monday: Very light workout, since his races took a great deal out of him and he usually needed more than a week-end lay-off to fully recuperate. Calisthenics; light jogging; few sprints; sometimes complete rest.

Tuesday: Moderate workout. Calisthenics; sprints; two good 360's.

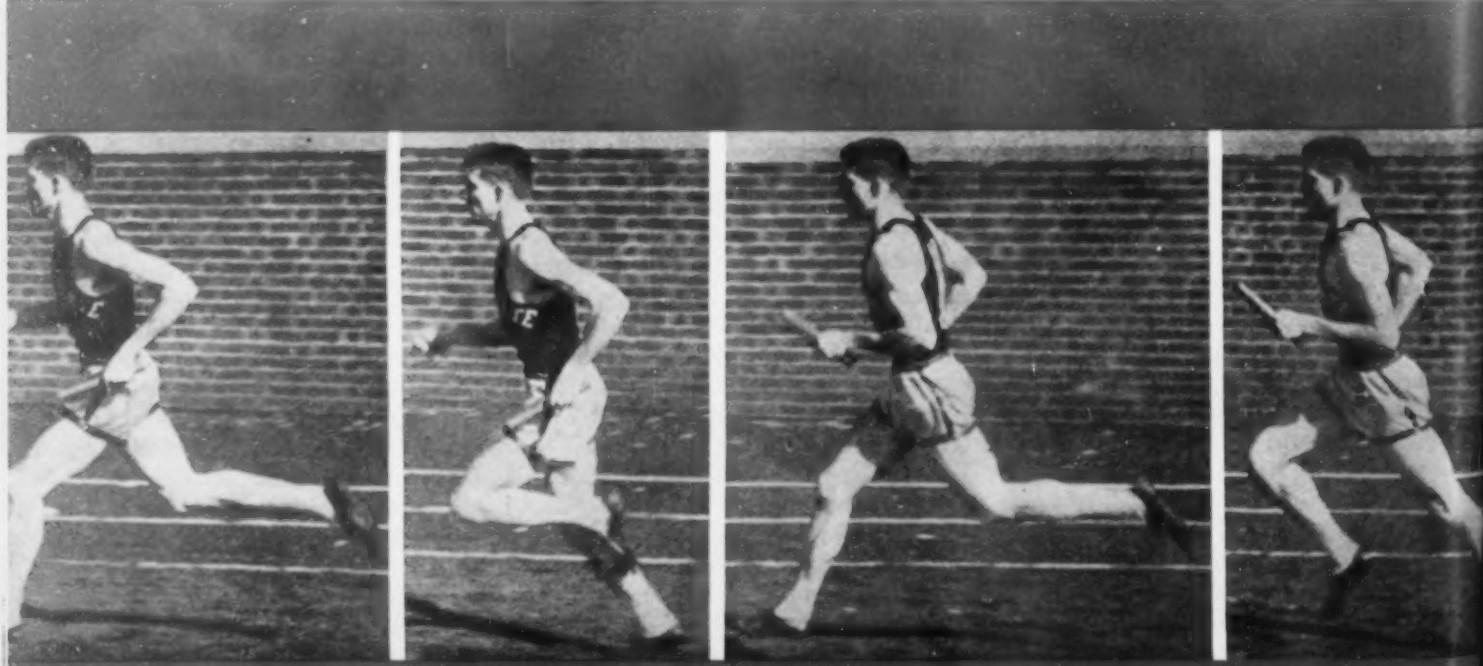
Wednesday: Good workout. Calisthenics; sprints; 880 for pace (2:11 to 2:13); rest; 440 for pace or good 220.

Thursday: Usually rest. If complete rest was ordered for Monday and Tuesday, then the usual Wednesday workout was given on Thursday.

Friday: Competition at one mile.

After the middle of the season was reached, "Lefty" sometimes took only two workouts due to weariness. On several occasions during the season, it was necessary to discontinue all workouts and order complete rest for three to four days. Along with the lay-off, he was instructed to drink at least one quart of milk daily in addition to his regular meals.

In spite of these irregularities, Halpin was undefeated in league competition, winning the Marine League Mile Championship in 4:41.5 after previously winning the pre-



Distance

lims a week earlier in 4:39. He ran a cool, heady race to capture the Los Angeles All-City Mile Championship in 4:34.3, this race automatically qualifying him for the State Meet in which he placed 5th with a time of 4:32.

Standing 6 ft. 3 in. and weighing 175 lbs., Big John Pohlman typifies the big, strong, rugged type of distance runner. Although very strong and rugged, John was anything but a natural half-miler. He not only lacked speed, but form as well. Running came rather hard to this big fellow, but he had the determination and drive to improve himself by hard, diligent training.

His hard work was not in vain, for despite two previous defeats, he came through to win the Marine League Half-mile Championship, defeating two previous conquerors by large margins. Running into a stiff breeze, Pohlman turned on the power in the third furlong to romp home an easy winner in 2:36.

Big John's preliminary conditioning during the first four weeks was quite similar to his mile teammate's, except that a little more speed work was substituted for the long jogging.

From the fifth week until the third meet (two were practice meets), Pohlman's schedule was:

Monday: Over-distance work. Calisthenics; jog mile to 1½ miles with special stress on last 440 yards. Rest; good 220 or 330 for pace.

Tuesday: Calisthenics; two separate 440's of wind-sprints.

Wednesday: Calisthenics; starts; two good 360's.

Thursday: Calisthenics; starts; two-three hard 220's.

Friday: Calisthenics; time trial at fractional distance (440, 580, or 660 yards) or competition at 880 yards.

After three-four weeks of the above schedule, it was decided to utilize John's strength more as his speed development was not as good as anticipated. Therefore, his schedule was adjusted to exploit his strength. Unlike Halpin, John thrived on work and showed great improvement under such a regime.

His schedule was adjusted as follows:

Monday: Calisthenics; sprints; two hard 360's.

Tuesday: Calisthenics; sprints; ¾ mile for time; rest; good 220.

Wednesday: Calisthenics; starts; a "power" half—first 440 easy, about 80, last 440 at top speed; three-four straight-aways.

Thursday: Complete rest or—calisthenics; light jogging; a few fast straight-aways.

Friday: Competition at 880 yards.

Unfortunately, a mild form of dysentery struck Pohlman a few days after his league victory. As a result he lost approximately 10 pounds and, though advised not to run in the All-City Prelims, he finally got his way and entered. The illness had taken its toll and Big John finished 5th in his heat, thus eliminating himself from the finals.

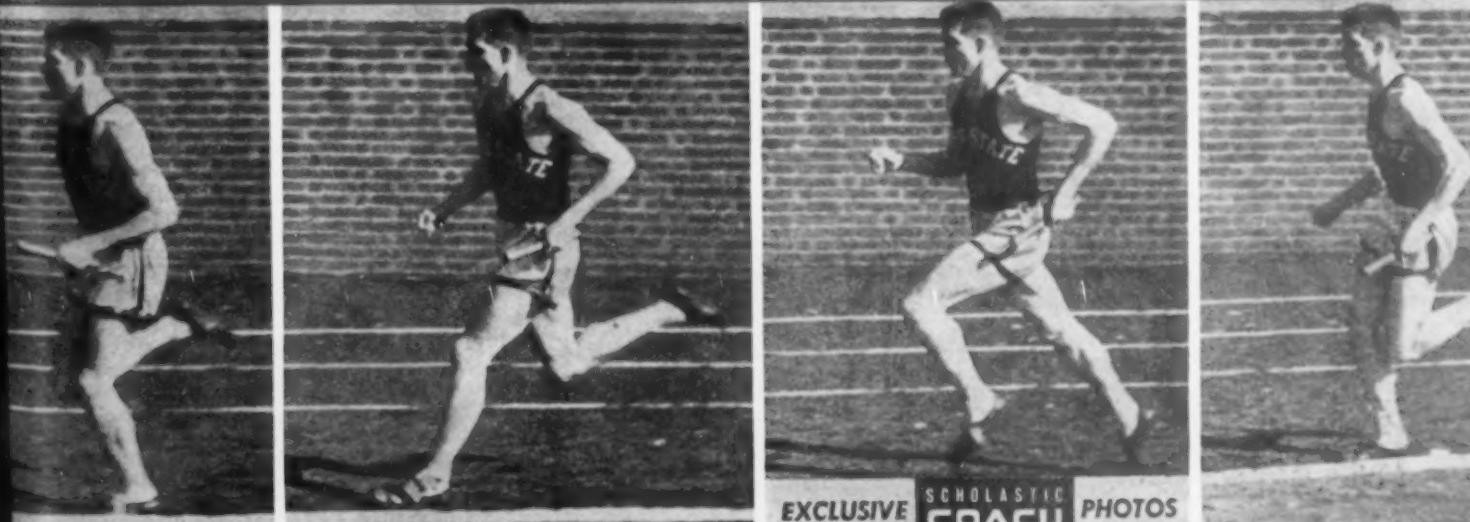
Later in the season, he made an attempt to come back. While he ran fairly well to finish third in the Pasadena Games, he never approached his former performances.

As an example of the young, rapidly growing runner, I have selected Francisco Pacheco, a Mexican youth

(Concluded on page 61)

GERRY KARVER, NATIONAL COLLEGIATE MILE CHAMPION

The long-striding Penn State distance star is something of a picture runner, as you may observe in these actual competitive pictures (Penn Relays), which run from right to left. Eight points will immediately impress the student of form: (1) the beautiful carriage of his upper body; (2) the straightforward action of the arms and legs; (3) the fine body lean—look at that back in the fifth picture! (4) the superb knee action; (5) the slight forward thrust of the head; (6) the elevated chest; (7) the way the hands are never brought back farther than the hips; (8) the loose, easy stride.



EXCLUSIVE SCHOLASTIC COACH PHOTOS

National Round-up of High School Champions

(Continued from page 7)

65-39. The 65 Panther points set a new scoring record for a final game, while the 26-point victory margin has been exceeded only by the old Rockford Central team which blasted Mt. Carroll, 60-15, back in 1911.

Johnson and Gladson topped the scorers with 21 points apiece.

—M. F. SPRUNGER

NEVADA

The zone does it

ATTENDANCE at the state tournament continues to mount. Fans who could not go to Reno this year (for the games, not divorce!), were able to keep track of their favorites over three radio hookups, which were on constant duty at all games.

Both divisional titles were won by darkhorses, Elko in A and Carlin in B. Elko was the only team that used a zone defense throughout the tourney. The effectiveness of its 2-1-2 is reflected in the opposition's scoring. Its three opponents were held to 28, 27, and 26 points, respectively. Elko, on the other hand, rang up 39, 37 and 41 points.

The champs attacked in two ways—a straight-line fast break made possible by fine backboard control; and a slow-breaking double pivot. On many occasions, the opponents were caught flat-footed by sudden switches from one to the other.

Carlin also employed a 2-1-2 zone and, through excellent use of its big center, was able to control the rebounds under both boards.

—NEIL P. SCOTT



Three all-state stars paced Miami to its Class A victory in Florida.

FLORIDA

Moon over Miami

RATED as a green squad early in the season, Miami Senior High closed with a rush to cop the state's Class A crown for the second time since 1944, beating Pensacola, 39-26, in the wind-up.

Coached by Vincent Schaefer, the Stingarees piled up 18 wins during the regular season and tacked on six more in district and state play. The Miamians, although seeded third in their district play-off, won in a romp, posting 60-35, 46-30, and 38-13 victories.

The state tourney committee thereupon seeded them No. 1. Miami opened the finals with a 57-46 defeat of St. Petersburg, followed with a 43-37 squeeze over Jefferson, and then picked up all the marbles by knocking off Pensacola.

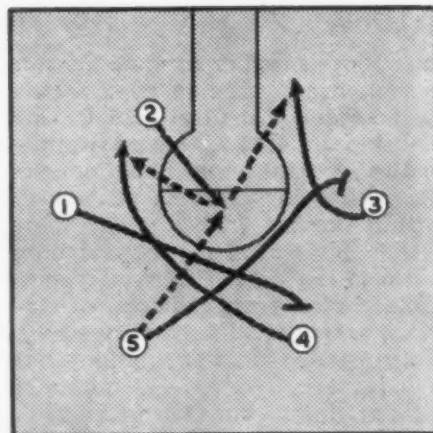
All-state choices Silas, Schneider, and Griffin paced the Miamian attack with 13, 9, and 7 markers, respectively.

Also chosen on the all-tourney team were Renfree and Paine, Pensacola; Barker and Williams, Hillsborough; Casares and Alonso, Jefferson; Krayer and Morris, St. Petersburg; and Newton, Lauderdale.

—SELDEN KENT

In a tourney featured by plenty of upsets, lightly regarded Seabreeze of Daytona Beach breezed into the B title by defeating Pompano, another unseeded team, 29-17.

Highlight of the tournament was



Seabreeze's clever double screen.

the opening game between Pompano and top-seeded Marianna. The supposedly weak Pompano club started fast and left the floor at the half leading 25-12.

Stunned Marianna then settled down to play ball. Pompano, realizing it was the weaker team, stalled practically the entire second half and wound up a 4-point victor, 32-28.

The amazing Pompano Beanpickers continued their giant-killing role in the second round, slow-balling Lake City 23-21, in a hard, grueling battle.

Seabreeze, meanwhile, was blowing over its first-round foe, 44-29, and outracing Ocala in the semis, 35-28.

The play-off between Pompano and Seabreeze started slowly, with both teams obviously over-anxious and nervous. Pompano led 7-4 at the quarter, but the Sand Crabs (Seabreeze) quickly overhauled them and went ahead 12-9 at the half. The Crabs widened the gap to 9 points in the third quarter, and won going away.

—A. K. McBRIDE

IOWA

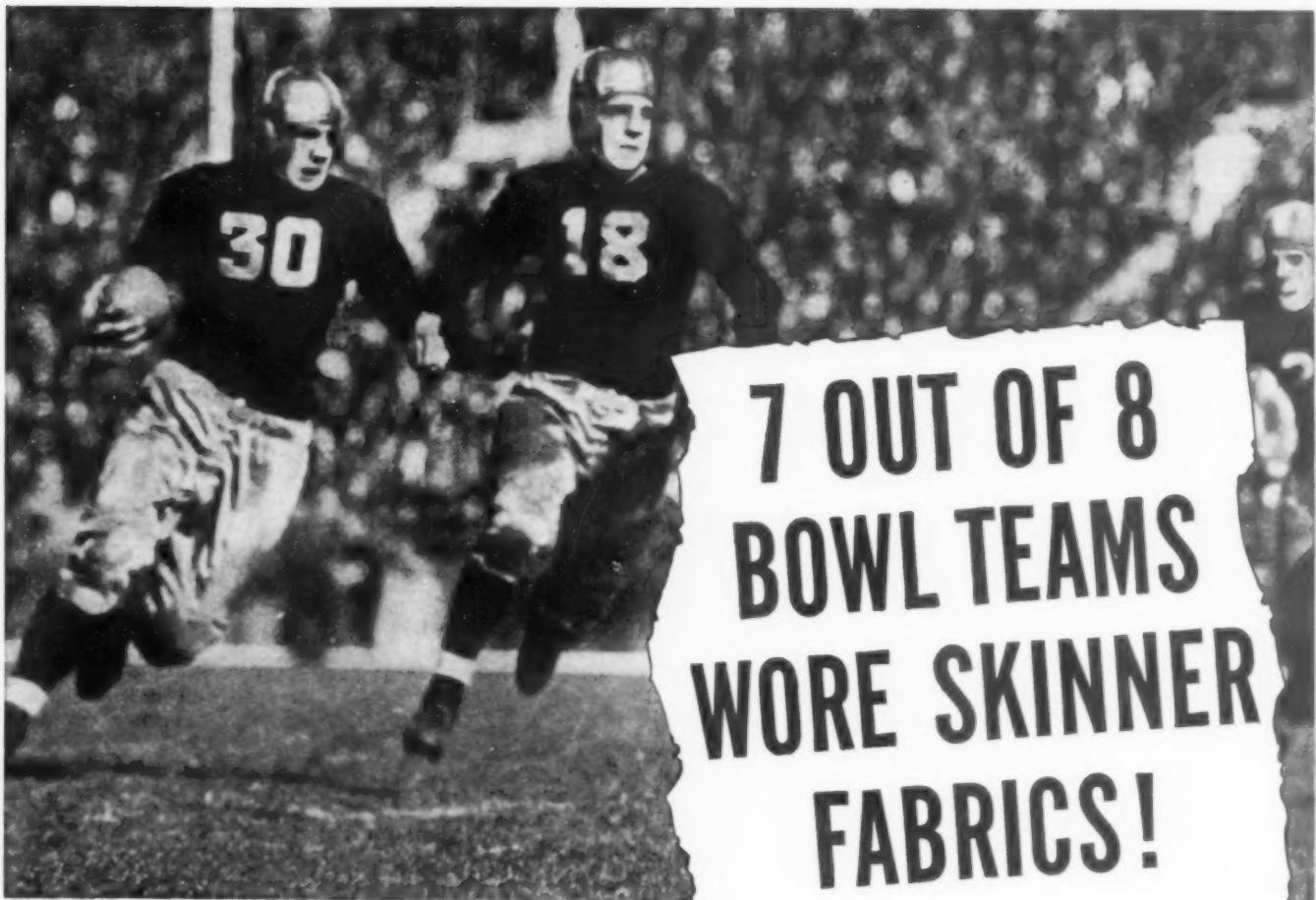
Battle of centers

FOR the first time since 1934, a team from the far western part of the state—Manning—captured the lustrous Hawkeye hoop diadem.

Although Manning was a smart, well-coached outfit that placed a great deal of emphasis on ball-control and defense, none of the experts took them too seriously and they entered the meet a definite darkhorse.

In the final round against Davenport, the pre-tourney favorite, the Steneker-coached cagers uncorked their best game, making very few errors and keeping control of the ball until they could work in close to the hoop. This upset the usually smooth-working Davenport zone defense, and Manning went on to win, 43-36.

The 1948 meet uncovered a wealth of talent at the center position. The



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- ★ Southern California
- ★ Southern Methodist
- ★ Texas University

Skinner

FABRICS

100 Years of Being First

1848-1948

Basketball Champions, 1948

STATE	WINNERS	COACH	RECORD
ALABAMA	A-Etowah B-Hubbertville	J. E. Glover	28-2 —
ARIZONA	Tucson	B. C. Dooley	28-0
ARKANSAS	A-Fayetteville B-Oden	Glenn Stokberry Ode Maddox	28-3 —
COLORADO	AA-Manual (Denver) A-Lakewood B-Burlington	Roy Byers Chester Riley C. Tolos	
CONNECTICUT	L-Hillhouse M-Wallingford S-Ellsworth	Sam Bender Fred Schipke Al Loeffler	
FLORIDA	A-Miami Senior B-Seabreeze C-Havana	Vincent Schaefer A. K. McBride Fred Strange	24-4 21-3 —
GEORGIA	A-Lanier (Macon) B-Valdosta C-Montezuma	Selby Buck A. W. Bazemore Bill Martin	24-7 19-1 27-5
IDAHO	A-Lewiston B-American Falls	Wes Latham Ron Pierson	25-2 —
ILLINOIS	Pinckneyville	Merrill Thomas	33-1
INDIANA	Jefferson	Marion Crawley	27-3
IOWA	Manning	C. W. Steneker	29-2
KANSAS	AA-Lawrence A-Buhler B-Greensburg	Chalmer Woodard Verle Ohmart Willis Lobdell	20-6 25-3 26-3
KENTUCKY	Brewers	McCoy Tarry	32-0
LOUISIANA	AA-Jesuit (N. Orleans) A-Natchitoches B-Denham Springs C-Meaux	Gernon Brown Tom Elkins Grady Hornsby R. L. Rupert	19-5 — — —
MAINE	L-Cheverus M-Farmington S-Bluehill	William Curran John Bodnarik Lloyd Hatfield	17-5 — —
MICHIGAN	A-Jackson B-St. Joseph C-Milan D-Mass	Donald Ogden Leon Burgeyne Fred Sukup John Wilson	20-4 — — —
MINNESOTA	Bemidji	Mike Lagather	27-3
MISSISSIPPI	Baldwyn	James McCarthy	30-8
MISSOURI	Beaumont	Tom Stanton	28-1
MONTANA	A-Anaconda B-Hardin	Mike O'Leary Hugh Cottam	12-4 —
NEBRASKA	A-Grand Island B-Seward C-Wakefield D-Weston	Aubrey Givens Tom McLaughlin Garold Ellison R. C. Stalcup	22-1 — — —
NEVADA	A-Elko B-Carlin	Willard Weaver Perry Patterson	9-6 —
NEW HAMPSHIRE	A-Concord B-Pinkerton C-West Lebanon	Richard Martin Gordon McKernan Roland Boucher	18-2 — —
NEW JERSEY	IV-Orange III-Cliffside Park II-Highland Park I-Arltic High'ds	Carl Soiler Frank Milner Bus LaPine Howard McKee	19-1 18-2 23-1 14-7
NEW MEXICO	Portales	Aud Smith	27-1
NORTH CAROLINA	AA-High Point A-Hendersonville B-Bethel	A. J. Simeon Ted Carter W. C. Latham	22-2 — —
NORTH DAKOTA	A-Williston B-Minot College C-Carpio	Ed Roy Leon Lande D. C. Johnson	22-5 — —
OHIO	A-Findlay B-Eaton	Carl Bachman Gene Ellington	27-0 23-2
OKLAHOMA	A-Classen B-Cordell C-Tushka	Carroll Smelser Eldon Payne Ross C. Smith	22-5 28-4 39-1
OREGON	Corvallis	Fred Osburn	22-4
PENNSYLVANIA	A-Norristown B-Irwin	Lawson Earl Dan Rose	22-3 —
RHODE ISLAND	Westerly	Jim Federico	23-1
SOUTH CAROLINA	AA-Parker A-No. Charleston B-Bennettsville C-Summerville	Whitie Kendall Bob Clark Mike Caskey H. B. Betchman	26-2 — — —
SOUTH DAKOTA	A-Mitchell B-Webster	A. A. Quintal George Houk	16-3 29-1
TENNESSEE	Nashville West	Emmett Strickland	24-4
TEXAS	AA-Crozier Tech A-Mount Vernon B-Maydelle	James Adkisson Catfish Smith J. G. Hobson	23-3 27-0 41-3
UTAH	A-Weber B-Brigham Young	Floyd Slater Dave Crowley	10-0 5-3
VERMONT	A-Burlington B-West Rutland	Milton Hard Frank Hinckey	11-4 —
VIRGINIA	I-Marshall II-Norton III-Quantico Post	Jim Hickey Sam Lawson Louis Biskup	18-3 23-0 25-0
WASHINGTON	A-No. Central B-Bainbridge	Robert Brumblay Tom Puski	26-4 —
WEST VIRGINIA	Princeton	Quentin Barnett	19-1
WISCONSIN	Wauwatosa	William Walters	22-2
WYOMING	A-Cheyenne B-Byron	C. H. Blanchard Wilford Mower	25-2 —

Scholastic Coach is extremely grateful to the secretaries of the state athletic associations for furnishing the information compounded in the chart on the left—the only complete summary extant. The five states not included—New York, Massachusetts, Delaware, California, and Maryland—do not sponsor state championships. Easily the outstanding feature of the tournament series this year was the victory of Hillhouse, of New Haven, in Connecticut—the fourth straight state diadem annexed by Coach Sam Bender's cagers!

big boys who impressed the experts most included Stange of Davenport; DeRuyter of Sioux Center, who led the tournament scorers and also chalked up the individual game high with 24 points; Clifton of Boone, who broke the two-game scoring mark with 37 points; Farrell of Manning, a defensive bulwark; and Dick Fontana of Ankeny.

The crowds were exceptionally good. A horde of 45,000 filled the Iowa fieldhouse for the three sessions on opening day, while more than 16,000 people witnessed each of the final two rounds.

Noteworthy of interest was the method of pairing. Six Class B schools (less than 100 students), five Class A schools (from 101 to 400), and five Class AA schools (40 largest schools in the state) made up the draw.

Each school played within its own class until the final 16-team bracket at Iowa City, where class identification was dropped. This meant that the B teams played an average of six games, the A schools an average of four games, and the AA schools an average of three games in order to make the final bracket.

—FRANK S. O'CONNOR

NEW JERSEY

One big Hurt

WHILE attendance figures fell off slightly from last year, the 1948 state tournament whipped up greater interest and enthusiasm than ever. Two of the weirdest incidents in tourney history (see Coaches' Corner) added considerably to the excitement.

In the Group I finals, Atlantic Highlands overcame a first-half deficit to beat Verona, 36-30, for the title.

In Group II, Weehawken made the semi-finals for the 14th time in 20 years. What's more, it has reached the finals 12 times and emerged the winners five times.

In the semis this year, they whipped Clifford Scott, 43-29, while Highland Park was turning back Burlington, 59-29. During the regular season, Weehawken had defeated Highland by five points. But in the finals, Highland reversed the story, coming from behind to win, 57-53, mainly through the superb second-half shooting of Mel Ballou, who scored 10 field goals in the half before being forced out by a knee injury.

In Group III, Hische of Edison set

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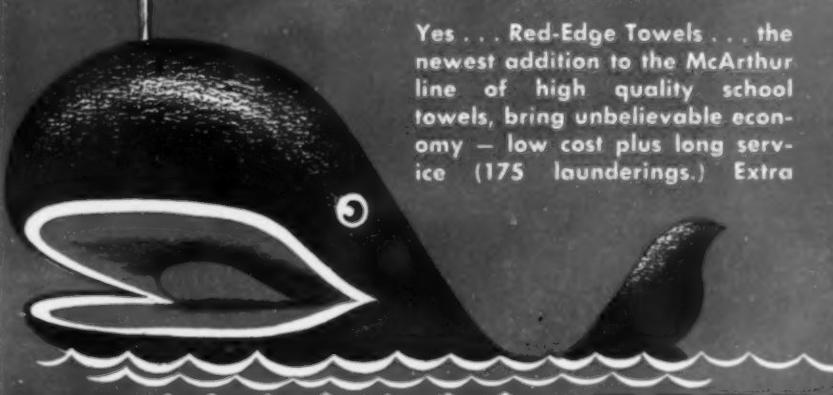


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The Findlay Trojans, Ohio's undefeated champions with 27 in a row.

a new individual scoring record for tournament play by hitting for 48 points in the semis against Paulsboro. Although he racked up 24 more points in the finals against Cliffside Park, Edison went down to defeat in an exciting finish, 49-47. LaMarca paced the winners' deliberate attack with 18 points.

The best four Group IV teams met in the semis and both games proved exciting. Orange beat Emerson in a ding-dong battle, 45-41, with the sensational Hurt of Orange tallying 18 points. Thomas Jefferson of Elizabeth, sporting a perfect 22-0 record, ran afoul of Atlantic City, dropping a 46-39 decision.

In the finals, Atlantic City just couldn't cope with Hurt who passed, dribbled and shot like a Ralph Beard, scoring 24 points and leading his team (Orange) to its first state title.

—EVERETT L. HEBEL

OKLAHOMA

Classen in a blizzard

SCHOOLBOY ball was back to pre-war calibre this year and a turn-away crowd of more than 5,000 witnessed the 31st annual finals in Oklahoma City's Municipal Auditorium.

The home towners had cause for jubilation when the local Classen Comets won the Class A championship by edging Tulsa's Central Braves, 32-31. Cordell annexed B laurels by outlasting Pawnee, 30-26; and Tushka took the C title by downing Ron Consolidated, 26-23.

The title tussle was launched in the very teeth of the worst blizzard Oklahoma has ever known and was completed in 30 of the most frenzied seconds of action the Sooner classic has ever witnessed.

Classen led Tulsa Central, 30-29, with 30 seconds to play. The Tulsans assaulted Classen's tight defense and a rolling screen opened up the slot down the keyhole. Marcus Arrington, Tulsa's terrific forward who has been

tagged by no less an authority than Hank Iba as the state's finest prospect in 10 years, drove through for a layup that looked like the clincher for the Braves.

But Pete Darcey, Classen's 6-7 giant who had been caught in the Tulsa block, wheeled down court as Arrington shot. A Classen player took the ball as it fell through the net and passed in to alert John Reddell, the Classen playmaker. Spotting Darcey racing down the maples, Reddell dribbled twice to give his teammate time to reach the Tulsa goal. Then, as the Braves closed in to tie up the ball for the final eight seconds, Reddell arched a perfect pass to Darcey who laid in a two-pointer for the ball game.

There were other thrills (see Coaches' Corner), but that was the climax.

Classen uncovered one of the biggest teams in Sooner hoop history. Reddell, a six-footer, was the smallest regular, while 6-7 Darcey was the tallest. Pat Williams stood 6-4; Bob Moser, 6-3½; and Guy Fuller, an all-state footballer, was 6-3.

—WALLY WALLIS



Classen, the stars of Oklahoma.

OHIO

If at first you don't succeed . . .

FINDLAY, making its eighth try at the A title, finally succeeded in bringing home the bacon, knocking over Hamilton Catholic, 51-36. The Trojans thus became the sixth team in Ohio history to annex Class A laurels with an undefeated record. Coached by Carl Bachman, a veteran of 23 years experience, Findlay reeled off 27 wins in a row on its way to the championship.

Eaton in Class B also came through with its initial state title, thanks to a 45-36 triumph over Lima St. Rose. It was a glorious climax to Coach Gene Ellington's first year as a basketball tutor.

Findlay displayed a fast breaking offense, spearheaded by a couple of speedsters, Bob Moore and Jack Dunlap, and employed a man-to-man defense with exceptionally strong rebounding.

Eaton, a tall club, played a little more deliberately on offense and used a man-to-man mostly on defense. Bob Johnson and Gene Neff geared the attack.

Glenford, B semi-finalists, featured a three-time all-Ohio star in Glen Hursey. In four years of schoolboy ball, Hursey scored 2,314 points, 878 of them during the past season.

Ohio uses the regional system, sending four teams in each division to Columbus. One game is played at each session. The B's play their semis Thursday, while the A's clash on Friday. The title affairs are played off Saturday afternoon and evening. The competing schools get first crack at tickets, the public having to be content with the left-overs.

This year's total attendance of 38,119 bettered the 1947 mark by nearly 4,000. The smallest crowd was the 4,143 at the first B game and the largest was the 8,125 at the A finale.

—LOU BERLINER

LOUISIANA

Blue Jays fly high

THE Jesuit Blue Jays of New Orleans bounced back into the championship in a hectic two-day tournament in the huge L.S.U. Coliseum.

No less than four clear-cut upsets marked the AA race, with Lake Charles, 1947 finalists, tumbling first. Bolton of Alexandria, St. Aloysius, and finally Holy Cross—powers all—met the axeman shortly after.

Jesuit, a team which finished a poor third in its own league, came to the tournament just for the ride—and wound up hustling its way to a 37-29 upset title victory over powerful Holy Cross.

In the A division, a high-gearred Natchitoches outfit raced to a 54-48 victory over Morgan City, despite a 21-point barrage by the losers' Lemmons.

Denham Springs captured the B title. Led by McDowell with 22 points and Sutton with 19, they outscored Marthaville, 50-40. Gamble dropped in 16 for the losers.

Meaux High, with every boy in school on the squad, spoiled a perfect Friendship (High), 31-21, for its first state title in the C division. Only 11 fouls were committed in the entire

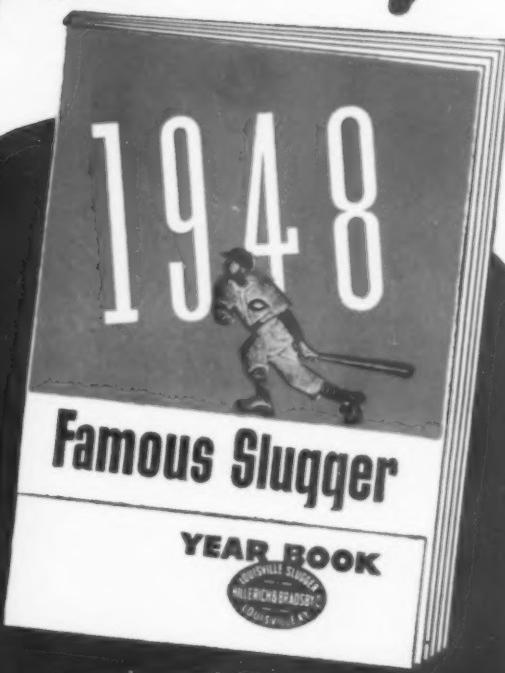
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Record crowds watched this Jackson five cop the Michigan championship.

to a close a season in which 1,094 schools and 18,368 boys participated.

D. W. McCavick, director of the Visual Education Bureau, and several Texas U. staff members, shot 1,400 feet of film during the games. The 16-mm. film, called *Highlights of the 1948 State Basketball Tournament*, is now available to high school coaches interested in the play patterns which won, or maybe lost, the championships.

Inasmuch as the new City Conference for schools in Dallas, Houston, San Antonio, and Fort Worth goes into effect next season, the '48 tournament marked the final appearance of the AA schools from these cities.

—OLETTA WILLIAMSON

MICHIGAN

Record crowds

MORE than 300,000 spectators—an all-time record—attended the state tournament series this year. Forty-two thousand witnessed the final series, with a record crowd of 14,956 at the championship contests in the four classes.

New champions were crowned in all four classes. For Milan and Mass, it was the first title in their history.

Two very popular teams met in Class D—Mass and Bridgeman, Mass, the club from across the straits, extended its unbeaten record over two seasons, by winning, 55-45.

In Class C, Milan turned back the former state champions, Saginaw-SS. Peter and Paul, 45-42, in a very close and well-played game.

St. Joseph defeated Detroit-St. Andrew in Class B, 36-27, for its fourth title, while Jackson was picking up its second A championship with a 54-37 decision over Port Huron.

The Upper Peninsula schools competed in the state tourney for the first time since 1932, and one of its representatives, Mass, succeeded in bagging a title.

The fast break continued to dominate the style of play, but more controlled play was evidenced than in former years. Jump, pivot, and one-hand shots were very conspicuous, and height proved quite a factor.

Statistics: An average of 84.5 points were scored per game (both teams),

plus an average of 34.8 fouls, of which 52.1% were converted.

—CHARLES E. FORSYTHE

NEW MEXICO

Rams butt in

IN a beautifully run tournament marked by excellent sportsmanship and a fine brand of play, Portales, with a record of 27-1, annexed the state diadem by defeating Navajo Mission, 33-31.

Competition was so keen throughout the season that there was really no outstanding tourney favorite. The majority of games were close and hard fought, with every team playing good, hard, clean ball.

The championship Rams, coached by Aud Smith, wound up a fine season scoring 1,311 points to their opponents' 702. The team's high scorer with 411 points was Keigm Harp, senior forward, while the runner-up with 270 points, was John Starkey, junior center.

Other members of the starting five included Cecil Cook, senior, forward;

Milton Ward, senior, guard; and Melvin Norton, sophomore, guard.

A crowd of 4,000 jammed the Roswell gym to the rafters. At least 1,000 other fans were turned away and many more stayed at home and listened to the broadcast.

The writer believes that the state association should be commended for dropping the custom of selecting all-state teams. Any good resulting from the idea was usually over-shadowed by the adverse effect on the players.

—AUD SMITH

TENNESSEE

Victory in brass

BEFORE the largest crowd ever to witness a high school basketball game in Tennessee, the Nashville Blue Jays won the 1948 championship by downing a previously unbeaten Bristol-Tennessee quintet, 61-39.

More than 500 Nashville students and fans trekked to Knoxville for the big game. They brought a trio of trumpet players to lead them in singing, "I'm Looking Over a Four-Leaf Clover," and it was this, they say, which inspired the Blue Jays.

Before losing to West, Tennessee of Bristol had chalked up 29 in a row.

The Nashville West state champions, coached by Emmett Strickland, finished the season with a respectable record of 24 victories and 4 defeats.

West's brilliant forward, Bob Dudley Smith, emerged as the tourney's high scorer with 64 points, but Happy Valley's talented guard, Joe Treadway, was picked as the outstanding player.

The three-day show attracted 9,286 people, a marked improvement over the 7,133 who witnessed the '47 tourney.

In addition to Treadway and Smith, the all-state tourney team included Charles Nickels and Peden Templeton, both of Bristol; Floyd Chandler, of West; and Billy Derrick, of Father Ryan.

—FRANK R. WEIRICH



Nashville West, abetted by some good horn playing, won in Tennessee.

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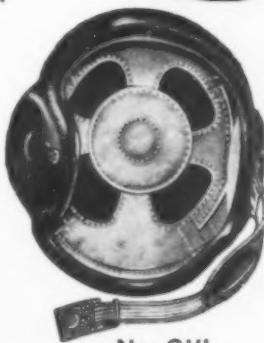
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Northeastern
Naval Academy
Notre Dame
Nevada
New Hampshire
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New Mexico
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Puget Sound
Pacific Lutheran
Pacific University
Pasadena
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St. Lawrence
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San Bernardino
Texas
Texas A. & M.
Texas Tech.
Texas Mines
Trenton
Utah
U. C. L. A.
Upsala
Villanova
Wisconsin
Washington (St.)
West Texas State
Westminster
Xavier
Youngstown

INDIANA

No. 3 for Crawley

After 32 years of docile living, the Jefferson Bronchos of Lafayette kicked off their traces and rode herd over all opposition to capture the 38th annual state tourney. The last time they turned the trick was in 1916 when they defeated Crawfordsville, 27-26.

Jefferson's outstanding mentor, Marion Crawley, thus joined the select circle of Hoosier coaches who have won three state titles. He coached the Washington Hatchets to championships in 1941 and '42.

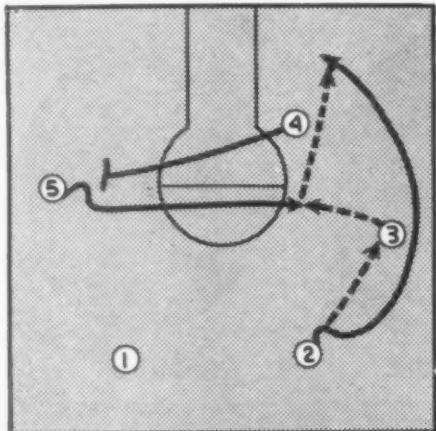
The final game brought together the two most powerful fives in the state — Jefferson and Central of Evansville. Both teams played cautiously in the first quarter. Then came the break of the game. Central's all-state center, Lee Hamilton, suffered a knee injury and had to retire from the game, leaving Central very vulnerable under the boards.

For the rest of the game, Jefferson controlled both boards with ease and the issue was never in doubt, the Bronchos winning, 54-42.

Jefferson displayed a beautifully balanced ball club. Every man was both a scoring threat and a strong guard. Their offense resembled that of the Big Nine champion, Michigan, except that the Broncho guards cut through the center more often.

Very noticeable was their fast break, usually led by their outstanding pivot man, Hall. The break frequently catapulted three men on one.

Jefferson used a man-to-man defense, shifting only when the occasion demanded. The man guarding the ball-handler dogged him continually until he shot or passed.



The accompanying play was worked successfully for a number of baskets. It was usually set up after a timeout or a substitution. No. 2 passed to 3, then followed up on the outside. No. 4 screened for 5 on the opposite side, as 5 moved to the foul circle for a pass from 3. No. 5 then passed off to 2 going under. No. 4 rolled off his screen for the follow-up.

—JAY MCCREARY



Moore, Hester, Ivey, Bolling, and Kilborn—'Bama's all-tourney team.

KENTUCKY

Offense dominates defense

THE 31st annual state tournament attracted more customers than ever before, with only one of the seven sessions failing to "sell out" completely.

Brewers and Maysville fought their way into the finals and the result was an exact reversal of the 1947 tourney, which Maysville won. Brewers crashed the winners' circle, 55-48, on the strength of its everlasting stamina and its fierce determination to win.

The 16 regional winners exhibited various types of defense, but practically all of them showed a distinct taste for the fast break on offense.

The champions—unbeaten in 32 games—displayed good speed, a hard digging defense, an almost endless variety of shots, and careful preparation, which was provided by McCoy Tarry, Kentucky's coach of the year.

The offense dominated the defense throughout the tourney. The winning teams averaged close to 50 points a game, a high percentage of which were scored from either a fast break or from a situation set up by a fast break. When the fast-break opening failed to materialize, inside screens were used to get the desired shot.

ALABAMA

Clean sweep for the North

FOR the first time in state tourney history, the larger and smaller schools were broken up into two divisions (A and B). Heretofore, each of the state's eight districts had sent two teams, regardless of school enrollment, into the finals. This season each district sent four teams into state competition, two each in the A and B divisions.

The first week-end of play brought together 16 of the best larger schools. A smooth, well-balanced North Alabama entry, Etowah County of Attalla, emerged the champion, defeating high-scoring McGill Institute of Mobile, 36-25.

McGill never had a look-in as Etowah sped away to an 8-1 first-quarter lead, then piled it up to 19-7 at the half.

Right from the start, the A tourney developed into a three-team fight among Etowah, McGill and Fayette. The first round opened with Etowah defeating Wetumpka, 56-43, McGill beating Foley, 61-26, and Fayette edging Talladega, 43-42.

Etowah's class began to tell in the semis where it out-distanced scrappy Lanier, 39-28, while McGill was having a hard time whipping Fayette, 26-23.

McGill made the semis by walloping Woodlawn, 61-27, and Fayette got there by just brushing by Scottsboro, 27-26.

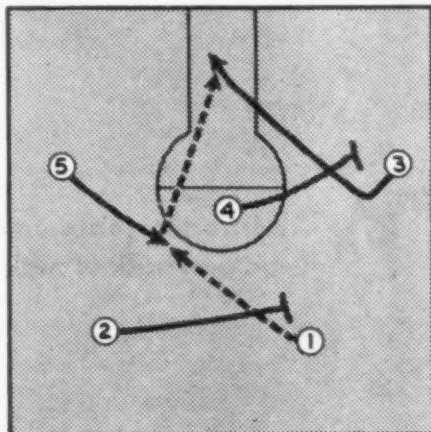
Another North Alabama outfit, Hubertville, a darkhorse, grabbed off the B title on the following weekend, edging out Corner, another Northern team, 18-17.

Both teams played conservative ball in the final round, with Hubertville coming from behind in the last period to cop the crown.

Attendance records were shattered for the second year in a row when more than 11,000 saw the A tourney and more than 3,000 the B competition.

Excell Hester, Etowah guard, was voted the A tourney's most valuable player. Joining him on the all-state team were Milton Bolling and Ben Kilborn, of McGill; Sammy Moore, of Fayette; and Fien Ivey, of Talladega.

—RONALD WEATHERS



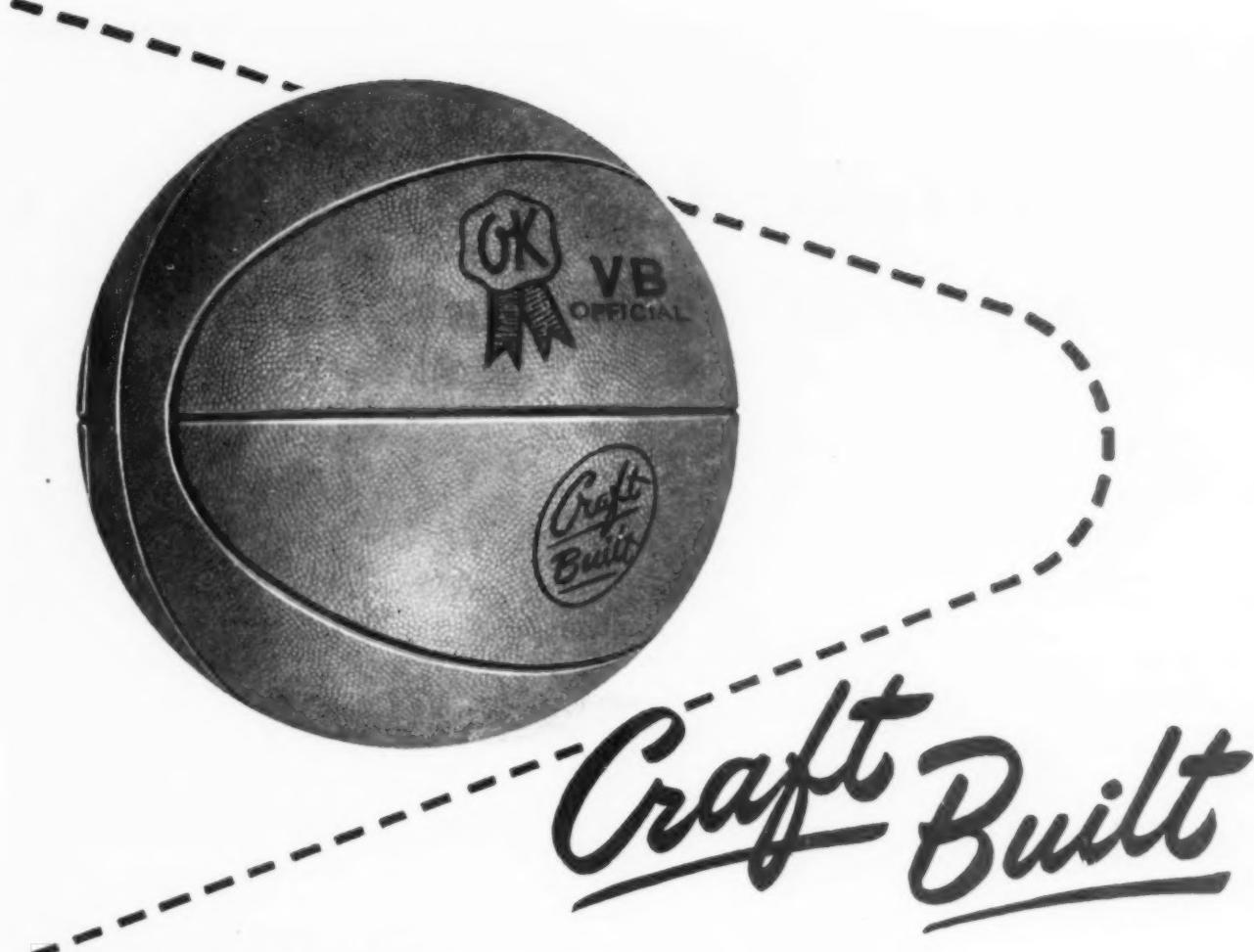
The set type of offense with the use of a pivot man was very popular when the fast break failed. The above diagram shows how the pivot man was employed to advantage.

No. 2 passed to 1 and broke flatly across to screen X1. No. 1 then whipped the ball to 5 coming up from the side. Meanwhile, 4 slid over for a screen on X3, enabling 3 to shake loose down the middle for a feed from No. 5.

After the feed pass, both 4 and 5 could follow up the rebound, while 1 and 2 remained back to pick up any fast breakers.

The shooting percentage for all 16 games was higher than for any tourney in the past several years. Shooting was mostly with one hand. The free throwers hit slightly over 50%, with the one-hand push shot proving most successful.

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A Scientific Physical Ed Program

In MY installment last month, I outlined a scientific method of determining athletic interest, testing programs, test grading, and physical education incentives.

From this mass of material Kessler Junior High School was able to improve its athletic classifications and steer its students into their proper activity spheres.

Case 31 was a typical guidance case. He was of average height and weight, and was huskily built for his age. He had a large lung capacity, normal vision, large chest, and was above average in mental ability and scholastic rating.

Since he recorded a high athletic decile index, it was surprising to discover that he had a low athletic interest and that he was interested in his studies.

The boy was encouraged to participate in basketball and although much persuasion was necessary, he agreed to stick it out for two weeks. By the end of that time, his interest had grown and he had begun to gain the respect of his fellows. Later he was quite an asset to the team.

At the other extreme was Case 33. This boy had an abnormal interest in most sports, was devoted to football and basketball, but was very low in his athletic scores. There was little hope of his making any competitive team.

Capitalizing on his sport interest, the writer appointed him manager and used him as an official. No. 33 soon grew to be fond of his athletic connection and developed into a competent manager and official.

STATISTICAL STUDY

The statistics deal with various correlations, decile index, classification index, and summaries.

To obtain an athletic index, the writer rated all pertinent scores, including mental ability, athletic interest, scholastic rating, and the 17 scores from the athletic events.

These scores were divided into groups of 10 and rated from 1 to 10 accordingly. To clarify the calculation of the index, the following sample case is offered:

Event	Time or Distance	Decile Rating	Decile Score
50-yard dash	8 sec.	d-2	2
100-yard dash	15.1 sec.	d-4	4
440-yard run	1:42	d-1	1
Cross-Country	6:15	d-1	1
High Jump	3'	d-2	2
Broad Jump	9'8"	d-4	4
Shot Put	13'	d-3	3
Baseball Throw	144'	d-4	4
Target Throw	35	d-3	3
Football Throw	65'	d-3	3
Push-ups	17	d-9	9
Foul Shooting	3	d-5, 4	4.5
Rapid Shooting	3	d-3	3
Swimming	0	d-1	1
Hand-Stand	20	d-9	9
St. Broad Jump	53"	d-1	1
Rope Climb	17	d-4	4
I. Q.	100	d-6	6
Ath. Interest	13	d-1	1
Scholastic Rat.	3	d-5	5
		—	
	Total	70.5	

Decile Index: 70.5 over 20 or 3.52

The index of 3.52 out of a possible 10 might be regarded as low for general athletic worthiness. Few athletes rated above 8 on this general testing. Note that the boy rated in the upper 20% in push-ups and hand-stand, and how his inability to swim lowered his score. By changing the tests to fit the sport, an accurate index may be evolved for any athletic activity.

CLASSIFICATION INDEX

The Cozen-Neilson formula and the McCloy classification index helped a great deal in the grouping of athletes for equitable competition. They both use age, height, and weight factors. To this the writer added speed (100-yard dash time), strength (number of push-ups), and power (time in rope climb).

These factors, compiled in a formula, produced equal competitive groups and eliminated a good deal of unbalanced competition.

Following is a comparison of grouping formulas including the Richardson formula where "p" stands for number of push-ups, "h" for the time in the 100-yard dash, "r" for time of rope climb (20'), and A, H, and W for age, height, and weight.

(1) 20A + 6H + W (McCloy)
(2) 20A + 4.75H + 1.6W (Cozen-Neilson)
(3) 1½A (months) + 1½H + 3W (Cowlitz County)
(4) A (months) + H + W + 10p + 3(h + r)
10

In the table that follows, columns (1) and (4) represent the results of the various formulas as applied to six cases and compared to the decile index (measure of athletic capacity).

		(1)	(2)	(3)	(4)	Dec. Index
No. 1	705	688	579	24.2	6.0	
No. 2	753	741	671	19.4	4.7	
No. 3	779	761	672	15.6	4.3	
No. 4	680	653	558	10.3	3.6	
No. 5	720	785	616	16.2	4.5	
No. 6	856	894	942	14.3	2.5	

Except for the fourth case, note that the Richardson formula closely parallels the athletic index; also note how the other formulas missed on the bottom case (No. 6) of the slow heavy boy.

As might be expected, there is no physical measurement or combination of measurements that can predict athletic success as demonstrated in case No. 4 which defied all the grouping formulas.

A large number of track and field athletes were divided into four groups for competition, as shown:

- Class A . . . above 30
- Class B . . . above 21 below 30
- Class C . . . above 12 below 21
- Class D . . . below 12

CORRELATIONS

Being curious about the relationship between speed and mental ability, the writer correlated the time in the 440 run with the intelligence scores. Using Pearson's coefficient of correlation, the computation resulted



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in a positive .39 which is significant but not alarming.

Observing a surprising relation between the circumference of the neck and calf, the writer delved into this a bit more deeply. The relationship was found to be a positive .85 on the Durost-Walker chart. One might say, then, that in 8 or 9 cases out of 10, the neck and calf measurements are the same.

Do long arms make for a good baseball throw? Yes, in about 4 cases out of 10. The correlation is .31. Are most athletes "dumb" and do few make high grades? Correlations show that Kessler athletes are slightly above average in intelligence but are poorer in their studies.

CALCULATION OF NORMS

In calculating the norms for this research, the writer used both medium and mean-average for the long lists of scores recorded. Where tallies were divergent (rope climb, handstand), the medium was employed. In such events as the runs, which had regular scores, the average gave the better mark for a norm.

Based on almost 400 cases, these norms are valuable for remedial P.E., grading, and for comparison with other studies.

RECOMMENDATIONS

For motivation purposes, it is suggested that medal awards be given to holders of all-school records, that pins be presented to those who make the Sigma Delta Psi, and that a plaque be used to commemorate the ones receiving these distinctions.

The need for guidance is based on the demonstrated facts that many boys waste much time on intended athletic careers which they can never achieve, and that potential stars smother their talent for lack of stimulation.

It is recommended that a boy with a decile index of less than 4 and a classification score of less than 10, should be channeled out of an athletic career. These divisions allow for possible improvement, unusual growth, and intense interest. It would be reasonable to predict that barely 20% will make the modern-day squads with all their emphasis on winning.

Mind you, the writer does not approve of excluding the poorly adapted from the athletic program. He does contend, however, that the school should provide adequate and fair competition on an intramural basis for the development of the individual. He believes that a sports-minded boy should be encouraged, not discouraged, but should be guided into endeavors within his limits.

It has been demonstrated that the Richardson formula classifies athletes more closely than any other grouping as to age, weight, and height. The writer recommends, therefore, that this method be used for intramural competition, large track meets, and other athletic events where large numbers participate.

The conclusions drawn here, at least as applying to Kessler, are: (1) there is support to the thesis that the longer arm tends for a longer baseball throw, but the percentage is much lower than popular belief, (2) athletes do not fare so well in scholastic endeavor, (3) athletes are not "dumb" but somewhat more intelligent, and (4) there is little evidence that speed correlates with intelligence.

Despite the many athletes who are successful in school work, the majority bring down the average.

This may be due to: (1) competition by the girl students who tend to raise scholastic standards, (2) the dwarfing of scholastic interests in favor of intense sports interest, (3) sacrificing of study time and class time by long schedules, and (4) difficulty in trying to study after a hard practice.

From the statistics gathered at Kessler, it may be concluded: (1) 90% of the boys have normal vision, 20-20, (2) there are more cases with inferior vision than superior, (3) the left eye is weaker than the right. It is suggested that further research be done on the causes of this visual defect.

NO END TO POSSIBILITIES

It is hoped that this study will stimulate others to put physical education on a more scientific basis. Despite the tremendous progress made in the past few years, there seems to be no end to the chain of possibilities.

From this mass of information, one could correlate foot-size against speed, visual acuity against target throw, body length against strength, leg length against jumping, lung capacity and swimming, chest size and distant running, and many other fascinating relationships.

It is felt that the athletic interest test was successful and it is hoped that others will attempt to measure more of the emotional factors so basic to athletic success.

This is the second of a series of two articles by Len Richardson, director of intramurals at Lincoln High School, Portland, Ore. His survey was undertaken at Kessler Junior High School, Longview, Wash.

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Vaulting

by

America's Big Six

PART II



WHILE all our great pole vaulters observe a definite training pattern, many of their individual viewpoints are diametrically opposed. Nevertheless, their practice regimens may be studied with very beneficial results by coaches and competitors.

Last month the writer projected the ideas of America's six greatest vaulters on the techniques of the run, take-off, pole plant, swing, pull-up, turn, and push-up.

Now for the clearance.

CLEARANCE STYLE

Warmerdam: The fly-away is the form I would recommend. I changed my style somewhat after '38 when I discovered that I was faster on the runway and did not need to arch or jack to save the vault. The change was a natural evolution—not deliberate. The fly-away is the most natural form to use when the vault is well done.

Meadows: A coordinated arch and fly-away is best for me. A twisting action laterally of the body initiated by a quick release of the left hand, will aid in rocking the vaulter over the bar. The vaulter can react faster laterally than backward. He has more muscles to help him twist laterally backward.

Sefton: Fly-away is not so hot; too much speed has to be used in forward motion rather than in get-

ting height. Jack-knife is no good; too little clearance area. Arch style is best for the average vaulter.

Smith: I prefer the fly-away with a slight arch.

Morcom: I think the arch is best. I try to release the left hand first and throw it back and complete a half turn to the left.

Richards: I believe the best style combines the fly-away with the arch. That is, the body should break slightly, especially at the high heights, in order to allow the arms to exert their last bit of power on the upper body to free it from the pole.

This means that the body must not break until the legs have cleared the bar. I believe the slight body break makes it easier for the arms to lift the trunk, head and body over the bar.

Commentary: Almost all of Warmerdam's vaults over 15 feet and the 14-11 jumps of Sefton and Meadows were made with the fly-away clearance style where the body was relatively flat out over the bar.

In this style, the vaulter, as soon as his hips and legs cross the bar and reach their peak height, unjacks himself, folding his legs back

RICHMOND MORCOM
Co-N.C.A.A. and co-national A.A.U. champion. Vaulted 14 ft. at least 10 times in 1947. Best indoor mark, 14-8; outdoor record, 14-3½.

GUINN SMITH
Former N.C.A.A., I.C.4-A, and Pacific Coast Conference champion. A consistent 14-plus vaulter.

BILL SEFTON
Former schoolboy record holder, 13-6; former N.C.A.A. champion; former world record holder, 14-11. Member of 1936 Olympic Team.

BOB RICHARDS
Co-N.C.A.A. champion. Best record indoors, 14-8. Writer's nomination for top indoor vaulter of 1948.

CORNELIUS WARMERDAM
Holder of world record, 15-7½. Only man to vault 15 ft., a height he has cleared over 50 times. Best indoor mark, 15-8½.

EARLE MEADOWS
Former Olympic champion; gone over 14 ft. at least 100 times. Best outdoor mark, 14-11; indoor mark, 14-7 1/8. Vaulted 14-6 at age of 32.

Compiled and Edited
by RICHARD V. GANSLEN

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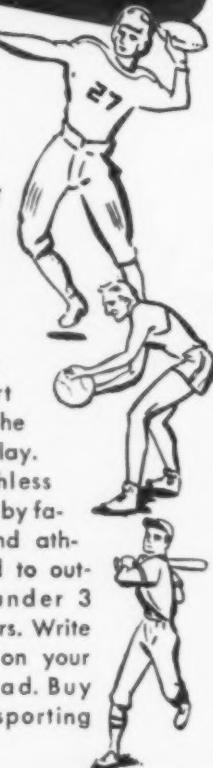
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against the buttocks and throwing his arms and head back and upward. This clears the upper body and depresses the abdomen, which, by this time has cleared the bar.

Most of the 14-3 plus vaults I have observed in 12 years of meet competition have been made in this manner. Only occasionally do vaulters go above 14-3 with any other style.

Diving and gymnastic studies have proven that a man using the most extreme jack-knife cannot displace his center of gravity more than approximately 2½ inches outside of the body. Unfortunately, many uninformed coaches are still encouraging their men to apply this jack-knife principle in order to rotate the body around a theoretical point that passes through or below the bar. This kind of coaching has set pole vaulting back 20 years.

Modern vaulting with a high grip is done very fast. The athlete is always working against time to clear his upper body, and the jack-knife only cuts down his clearance area to a minimum and further jeopardizes the vault.

Acute flexion of the body takes time and modern vaulters haven't much to waste. If the feet and hips are thrown high enough into the air, at some angle between 50° and 60°, the body will follow along behind. Many top vaulters brush over the bar at plus 14 feet with their hips and legs higher than the shoulders. This is evidence of a good pull and leg shoot, and approaches the ultimate in efficiency.

The arch is a compromise clearance style and works best for most men. Even the best vaulters use it at times. The one great danger in this style is the tendency of many men to let the legs drop too far before releasing the pole. A good pole vault always has an explosive quality about it. No jerk and strain; it looks easy and is easy.

HAND-Grips

How high do the top vaulters hold on the pole? Here we will speak of effective grip; that is, the grip from the top of the right hand to the top of the box. The overall grip would thus be 8 inches greater in every case.

Warmerdam: The top of my right hand was 13 feet 11 inches. That would make an effective grip of 13 feet 2 or 3. There are many factors involved in using this higher grip. The type of pole would have to be compatible with the individual's weight and speed.

Everything being perfect, it seems reasonable to assume that this grip

could be nudged up 2 inches or thereabouts for a tall 6 foot 3 or 4 vaulter who could run the hundred in 10 seconds flat and handle himself well. You would then have a 16 foot vaulter, which I consider well within the realm of possibility.

Meadows: My maximum grip is 12 feet 6 to the top of the box; the top of the right hand is 13 feet 2 to the end of the pole. I hold about 11 feet 10 for jumps up to 13 feet; 12 feet 2 for jumps around 13 feet 6; and my maximum grip for all higher jumps.

Smith: My real grip on the pole is 12 feet 10, or an effective grip of 12 feet 2. I do not vary my hand-grip at low heights but vary my speed somewhat.

Sefton: I have held more than 12 feet 8 on the pole. Dutch held 6 or more inches higher than I ever did despite the fact he is 2 inches shorter.

Morcom: I keep the top of my right hand at 13 feet 1 on the pole for heights up to 13 feet, and 13 feet 7 for plus 14 foot jumps.

Richards: My total hand-grip on the pole is 13 feet 4. That is an effective grip of 12 feet 8. In successive years I hope to raise this. I hold around 12 feet 8 on the pole for jumps up to 13-6, and my top grip for all other heights.

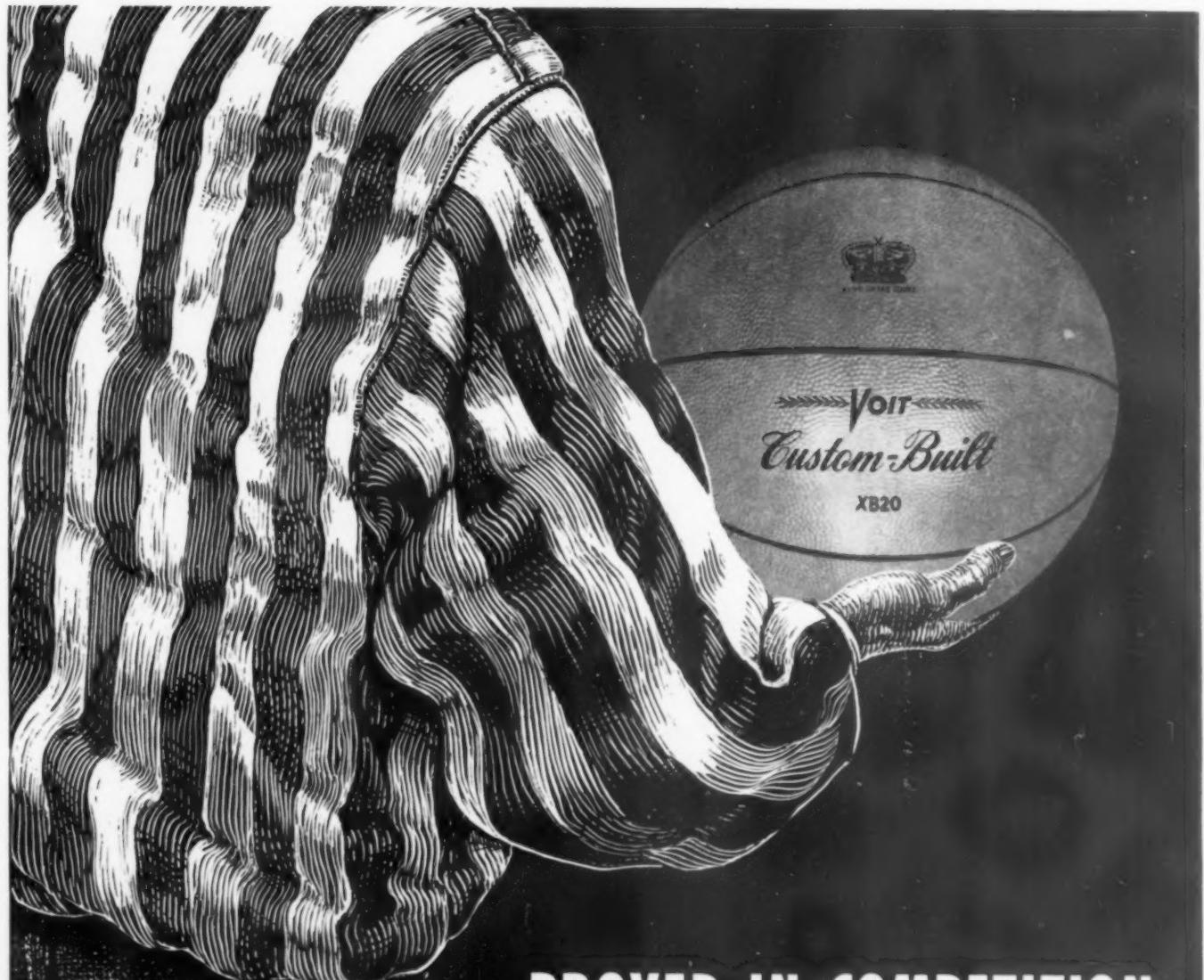
EFFECT OF HIGH GRIP

Commentary: A very high hand-grip creates several problems. The higher the grip the longer the pole pendulum becomes and the slower the pole tends to rise to the vertical. The higher the grip the greater the speed needed to bring it to the vertical, and this speed gives more centrifugal force; so it is harder to pull-up.

There is a natural tendency at high heights to rush into the pull-up regardless of the grip. This is usually due to over-anxiety. When the high grip is used, this premature pull is fatal since the pole never comes to the vertical.

Vaulters have a tendency to use their 13 foot timing for the higher heights because, at 13 feet, the vaulter finds it easy to swing across the bar without raising the body appreciably above the hands. When the bar gets to 1½ to 2 feet above the top hand-grip position, the high leg shoot becomes of paramount importance.

The leg shoot comes from a hard pull-up at the end of a smooth swing. This shoot must be toward the vertical but not vertical. In actual practice, any pulling motion on the pole before the body has



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passed the plane of the pole slows the pole.

The duration of the swing on average vaults up to 13 feet takes about .25 of a second. This means that the jumper who delays his pull may only be delaying .05 second. The timing in the swing and pull is very delicate and must be "felt out" or sensed by the vaulter.

Warmerdam has stressed the necessity of keeping the body gathered around the pole. Coaches cannot emphasize this too much. Efficient vaulting is always a compromise. A swing that gives the maximum efficiency does not permit time for the pull. A super efficient pull-up improperly timed raises the body beautifully, but the pole never gets up to the bar.

The tucking of the body around the pole helps keep the center of body weight over the base of the pole and tends to conserve the momentum of the pole. The vaulter spirals upward, always around the long axis of the pole.

Coaches must always stress the fundamentals, even at very low heights. Height will then come naturally. But no vaulter can get real height just with a high grip and lots of speed.

If your athlete is carrying the vaulting standards closer than 10 inches to the back of the box at heights up to 13 feet, he is not swinging properly. Many top men keep the standards as far back as 12 inches until after 13-6 and seldom bring the standards closer than 6 or 8 inches.

TRAINING PRACTICES

Warmerdam: Nearly all my gym workouts were with the parallel bars, horizontals, etc. I did very little exercises such as pull-ups. I believe swinging exercises extremely useful, kips and the like. Did lots of hurdle work and sprinting on the track. I think it is possible to get sufficient work any day in the gym in a half hour, not counting dressing and showers.

Meadows: Gym training every day in the fall, but only three times a week in the spring. Rope exercises, rings, parallels, horizontal bar, etc. Thirty minutes is sufficient if done rapidly. Work in gym, don't loaf. Do the exercises fast after a careful warm-up. Warm-up slowly. Don't do heavy work until you have a sweat.

Sefton: (Author: Bill Sefton was a very sick boy at the age of 12 and took up gymnastics in his back yard as a defense. Bill became a very proficient gymnast and grew up to a fancy 6 foot 3 inch, 185-pound pole vaulter. Sefton believed in a minimum amount of rope climbing in season and always advised all-around gym work.)

Smith: Four days on the track before a meet on Saturday. Rest Friday. During the off-season, work lightly in the gym. I never work out in the gym, but I think hand-balancing and rope climbing are worthwhile. Too much gymnastic work has a tendency to tighten the arms and shoulders.

Morcom: Three vault workouts a week. Work out in the gym three hours a week during the season. During the off-season, I do moderate weight-lifting for back, arms and shoulders. I climb the rope, chin and push-up regularly but in moderation. A day of rest between each workout seems best. Best vaults seem to come after four or five days lay-off. I find that stretching before vaulting is more important than merely jogging.

Richards: I work out six days of the week, vaulting about four days of the six. The vaulting I do is always at high heights. I definitely believe that working at low heights is sometimes worse than working at too high heights.

MUST CLEAR 13 FEET

I never quit vaulting before jumping 13 feet. After each workout, I commence weight-lifting, pressing and curling; from this I go to the gym and work on rope climbing, chinning, dipping, and stretching. I generally work about an hour and a half each day. The days I am not vaulting I work on speed. I hope to build up my upper body with the weights and my legs with the speed work.

Commentary: These training ideas are only guides for the young vaulter. Smith probably works too little in the gym and Richards too much. Warmerdam always preferred to lay-off vaulting for a week to ten days before an important meet. Dutch always felt that a vaulter must have lots of "snap" to vault well.

These great vaulters have stressed the need for speed and rhythmic exercises. The pre-1930 coaches stressed the need for great muscle power in the vault and even today we find coaches over-emphasizing this idea. A man who is innately powerful because of his body structure can vault well with a minimum of gym work. Most men can't do this.

GENERAL COMMENTS

The following paragraphs have been gleaned from letters to the writer and are not specifically classified although the ideas discussed may apply at some specific point in the overall discussion.

Warmerdam: The hands should be as close together as possible. From my own experience, I found that it is almost impossible to get the full benefits of the swing if the hands are more than 2 or 3 inches apart.

Timing . . . takes lots of vaulting as you know. A 14 foot vaulter doesn't develop over night or even in a

couple of years. He must have an extensive vaulting background.

Mental attitude . . . the bar looks 20 feet high from the end of the runway. You can accomplish a great deal if you figure it is only a foot or so over your hand-grip, rather than 14 feet in the air.

One of the major faults is trying to do all the work yourself instead of utilizing the full benefits of the pole and the leverage it provides.

ABOVE 15 FEET

In my jumps over 15 feet, there seemed to be an amazing length of time to complete all the details. Whether this was because of the height or because my reaction time was relatively fast, is debatable. I would say a person with normal reaction time can vault successfully at record heights.

Velocity is all important at record heights. Some believe timing is more important than speed. I say only with perfect timing and top speed can a vaulter utilize to the utmost the leverage of the pole. I like to generate my top speed about 40 feet from the box so I can float into the vault; that is, put off the pressure and drive with no decrease in velocity.

Meadows: I wish I had known 10 years ago what your valuable research has uncovered. You can rest assured that your research will revolutionize the event in years to come.

Sameness of pace on the runway is very important. Many vaulters use the wrong pole for their type of body build and weight. Mental attitude is always important. I consider Warmerdam's swing ideal although, with his long swing, the push-up may lack something.

Mechanically speaking, heights of 15 feet and beyond will be commonplace in the coming generation. Faulty early coaching is the greatest problem of all. The vaulter must go out and learn an entirely new set of neuro-muscular patterns before he can make real progress.

Speed should be graduated with no let-up for purely psychological reasons. A more relaxed feeling should be felt in the last few strides of the run.

Sefton: Speed depends on the vaulter and the height he is jumping. A good man can maintain a constant speed and vary his action. Speed is necessary to obtain any height.

In the swing the vaulter must get his feet as high as possible. The habit of clearing the height on the first jump is very important. More jumps lead to more variation and the harder it becomes to get the right jump. The vaulter must check his take-off point and that point in his flight at which he gets his peak height every time.

Smith: A vaulter must get pleasure out of vaulting. I find six or seven jumps in a workout adequate. I think

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lots of good rugged competition helps improve any vaulter.

Morcom: With good coordination, some very slow vaulters can clear 14 feet (Meadows at the 1947 Nationals). The faster the run the better, but not to the point where it hinders the smoothness of the take-off and the gathering of the arms for the pull-up.

Richards: I depend a great deal on the speed I am able to get coming down the runway. I run just as fast as I can within three or four yards of the take-off, then keep my pace preparing for the pole plant and foot spring.

Commentary: Studies conducted by the writer showed that good vaulters cleared heights up to 13 feet 6 running no faster than 14 seconds for the hundred, or about 21 feet per second. The fact that a man can jump this high with this little speed is significant and points to the necessity for good vaulting form (mechanics).

All vaulters sometimes use speed out of proportion to their ability to control it. Young vaulters are the worst offenders in this respect. One week before Dutch made his first 15 foot vault he went out in a meet at 12 feet 6. He attributed his failure to having so much speed, he couldn't handle it properly.

The vaulter has several choices. He can hold lower and run slower at early heights to conserve energy, or he can hold high and run fast on every jump. The lower the grip the higher the push-up must be.

SLOW 'EM DOWN

Most high school and beginning college vaulters employ too much speed for the hand-grip they are able to carry. The simplest way to improve the performance of these men is to slow them down. I have found it effective when working with beginners to get back just six strides from the take-off, about 45 feet, then vault 12 feet with this run.

It is a very dramatic demonstration of the necessity for good mechanics and makes the young vaulter think a bit.

From the practical viewpoint, a vaulter can get the same *relative timing* in the vault by holding low and running slowly as he gets holding high and running fast. This forces him to develop his swing-up and leg shoot to a maximum.

The average high school jumper should seldom hold more than 12 feet or so on the pole, and he should develop his form with this and lower hand-grips. It is much better to see how high you can jump with a low grip than to try and jump high with a high grip all the time. Once the vaulter learns to get his feet above his head, he can experiment with a higher grip.

Many vaulters look good at 12-6, but fall apart when the bar goes up a foot higher, because at the lower

height their hand-grip is at the level of the bar and they can swing over without developing a leg shoot.

CONCLUSIONS

To every young vaulter who reads these lines I say this: "Read carefully the ideas projected by these great vaulters. From the group listed will come at least two and maybe our entire 1948 Olympic pole vault team."

These great vaulters possess the four essentials of a great athlete: (1) great interest in their event, (2) a natural aptitude for their event, (3) energy and willingness to work hard, and (4) intelligent comprehension of what constitutes efficient mechanical form.

The fact that these men avoid technical terminology detracts not one whit from the significance of their discussion. All of them, except Richards, have cleared 14 feet over 25 times, and it will not be long before he has achieved this distinction.

It is important to know how vaulting feels to the men who have done a lot of it at superior heights. But the basic discussion applies to the 10 foot schoolboy jumper as well as the 14 footer, with only slight modifications in hand-grip or timing.

WARMERDAM RECORDS

Warmerdam hit 10.5 in the hundred, 23 seconds in the 220, 54 seconds in the quarter, 25 seconds in the low hurdles, and 5.11 in the high jump.

Meadows started out in life as a half miler and a 6 foot high jumper, but cleared over 13 feet in high school in the vault.

Guinn Smith consistently high jumped 6-6.

Richards was an all-around high school competitor—hundred, broad jump, high jump, and pole vault—and is, along with Morcom, one of the fastest men ever to carry a vaulting pole, but he is slightly handicapped by his 5 ft. 10 height.

Morcom is one of the best all-around jumpers the East has ever produced, having hit 6-6 in the high jump and 23.10 in the broad jump in addition to his vaulting. Morcom has not yet reached his peak in the vault. He does between 10.2 and .3 in the hundred and has run on American relay teams abroad.

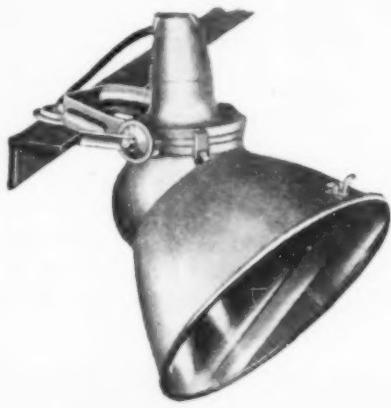
A vaulter with Sefton's push-up of 2 feet 11 and Warmerdam's ultimate hand-grip estimate, should pole vault 16 feet 3, and this should be the ultimate goal of all future vaulters.

This is the second of two articles on how America's greatest pole vaulters train and vault. The author, an instructor in the department of physiology and biochemistry at Rutgers U., is probably the world's foremost authority on vaulting. A former national champion himself, he has delved deeply into the event and probably possesses more scientific information on the subject than any man alive.



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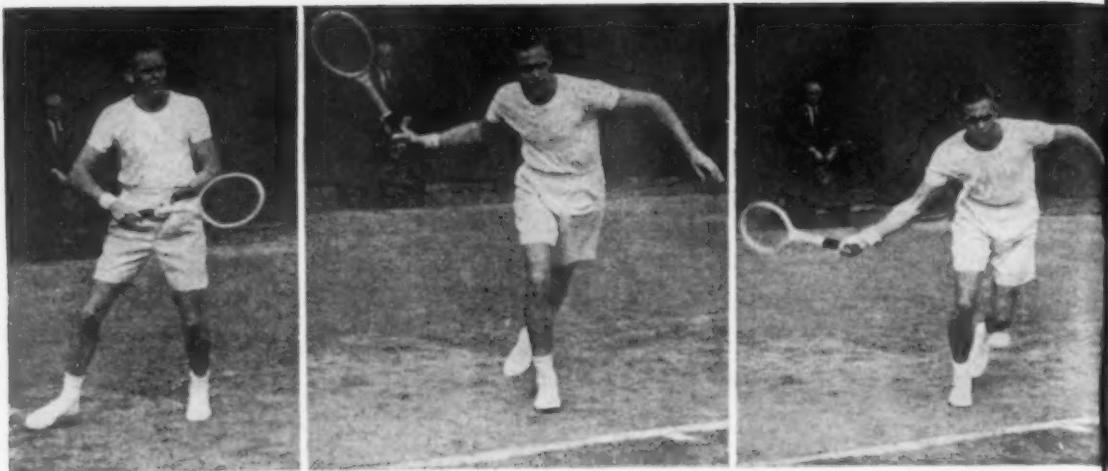
One important point about these plans—particularly when you use G-E L-69 floodlights: You'll save installation time. Focussing point for each floodlight is given, and with the chart that is supplied with a G-E installation, each can be aimed during day-time installation. You'll get fully satisfactory lighting the first time the lights go on.

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GENERAL  ELECTRIC

451-118

Kramer Forehand



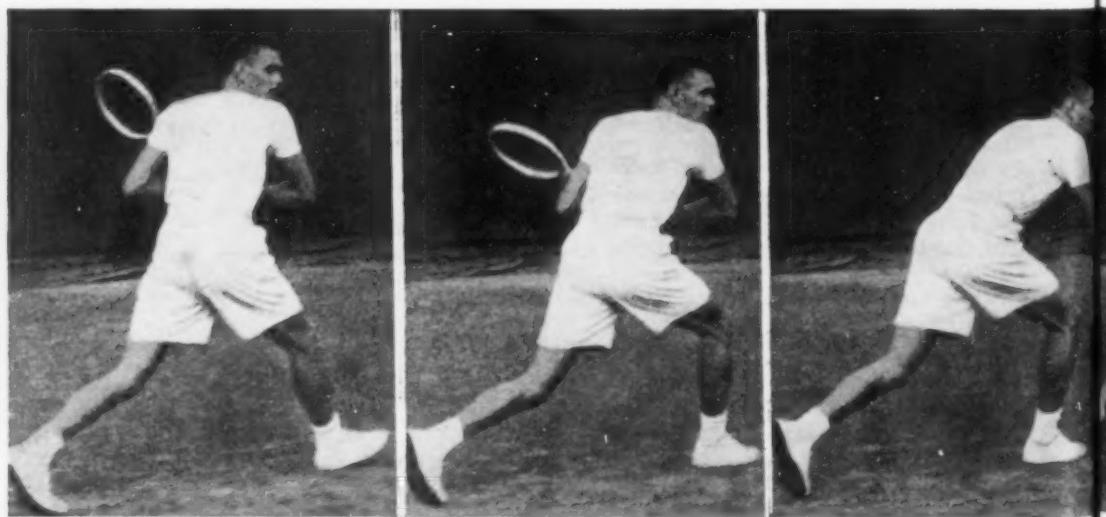
The world's greatest player demonstrates the mechanics of a running forehand under actual competitive conditions. Although a bit off-balance at the start of the stroke, Kramer recovers nicely by cross-stepping with his right foot and moving



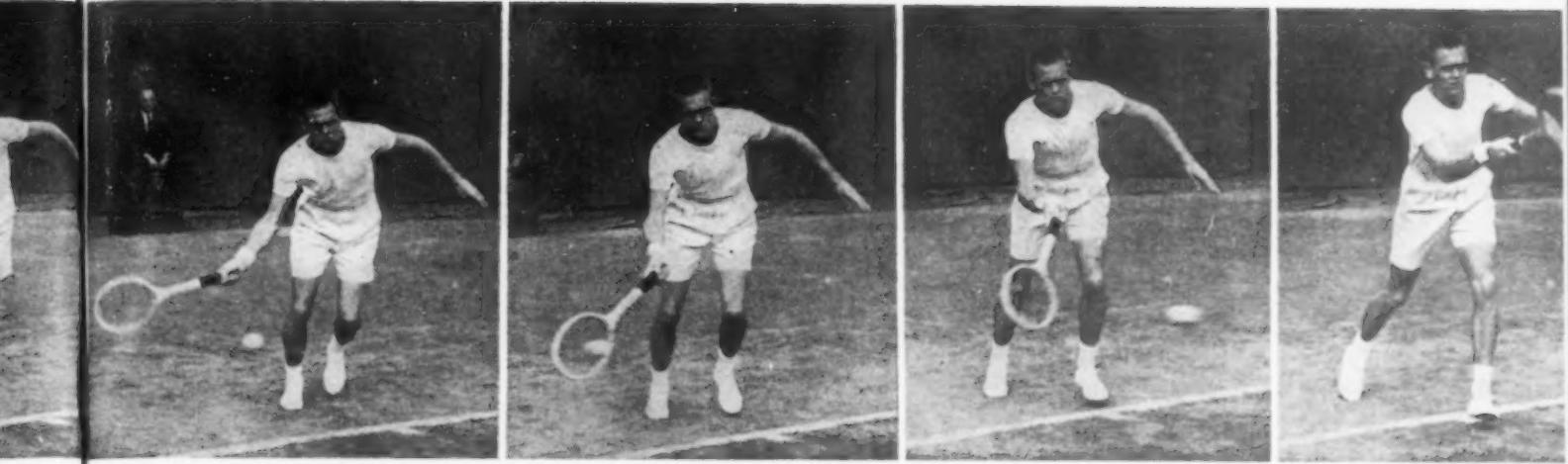
Talbert's service, while not the hardest in the game, is a strong well-placed attacking weapon which invariably puts the opponent on defense. His racket describes a circle and

a half on the back swing and, as you may note in the third picture, it is taken back to a point almost perpendicular to the ground. The weight is shifted to the front foot and Talbert

Kramer Backhand

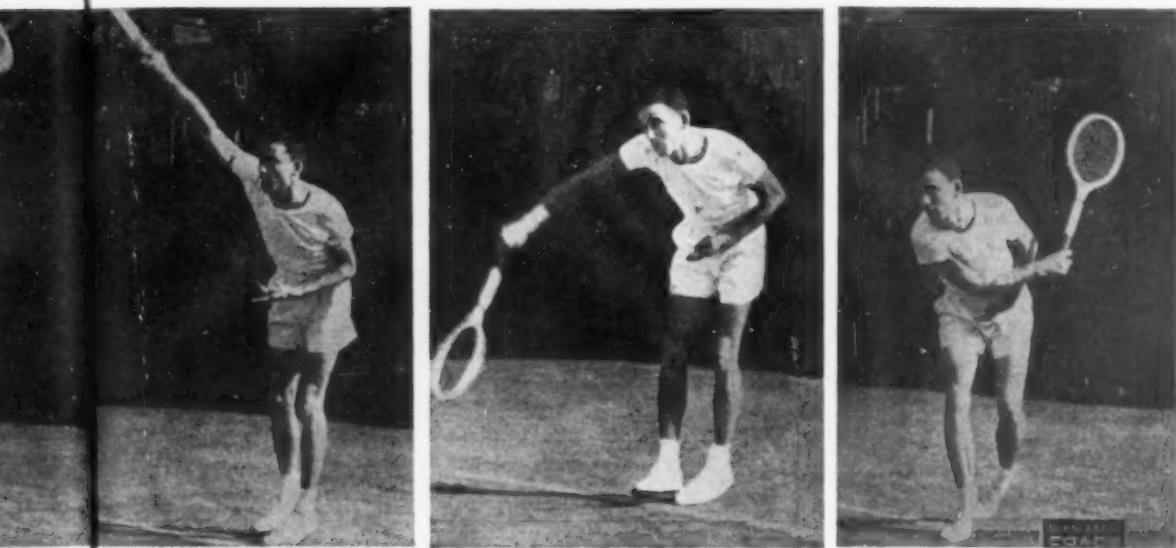


Although Kramer has to reach for this backhand, he sacrifices little in the way of form. As he moves across for the shot, he brings the racket to his backhand side and adjusts his grip. The stroke is made off a firmly planted right foot, with the



right into the ball. As his left foot comes forward, he brings his racket about three-quarters of the way back and comes up under the ball. This is no savage stroke. It is a carefully

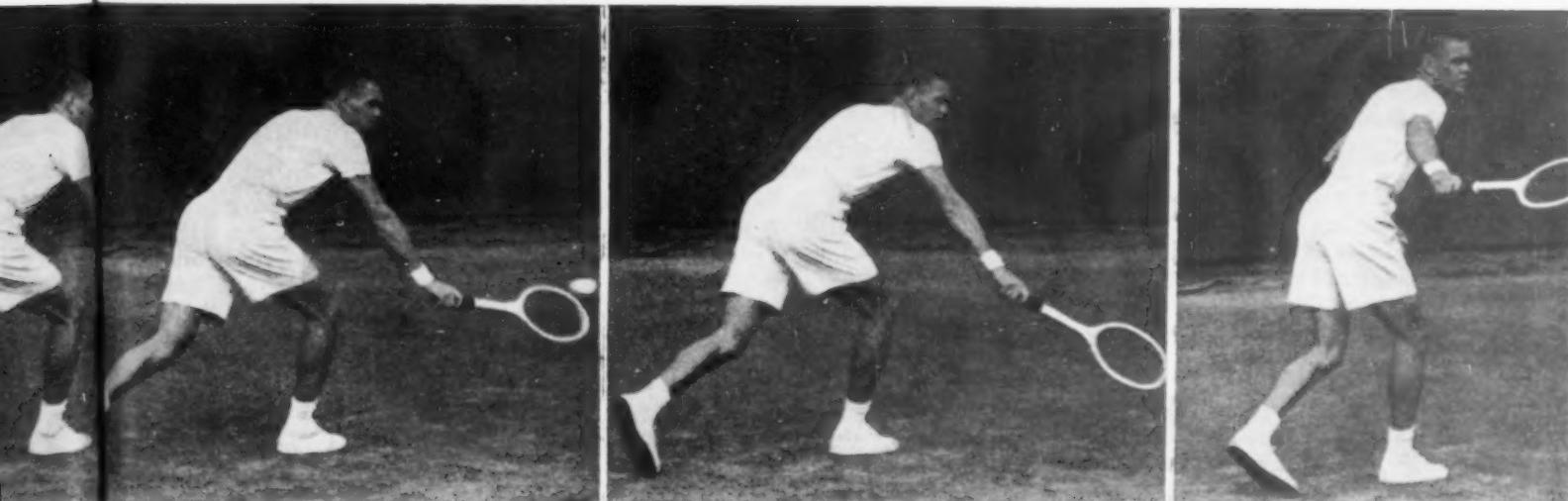
controlled shot. Kramer meets the ball well in front with a fairly straight arm. No top spin is applied. Kramer lifts the ball by under-cutting it a bit and follows the shot in.



Talbert Service



meets the ball with a full extension of the arm, just in front of the body. The power behind the stroke brings the player up on his toes. At the finish of the stroke, the racket follows the ball far out before the wrist breaks and brings the bat over.



shoulders nearly perpendicular to the net. Kramer reaches for the ball and meets it out in front with a completely extended arm. Judging by his wrist action, little pace is being

put on the ball. The left foot comes across as the shot is consummated and the racket follows through half way. Kramer never crowds the ball, permitting free arm action.

Football Appreciation

SINCE thousands of football coaches will soon be faced with the task of producing a winning eleven, now is the time to survey some of the problems which will have to be coped with.

I do not refer to the technical problems relating to the actual coaching of the game. I mean the more general—but just as essential—questions involving the coach's relationship with the community: how to "sell" the game to the fans; how to educate them so that they will know why Coach Jones switched to the T after having employed the single wing successfully for years; and how to eliminate the barbershop knife-throwing after defeats.

These and many other posers confront the coach every year. Instead of going out and educating the gossip into intelligent football discussions, the average coach just sits back and slowly goes mad.

At King City, we have introduced a program to cope with this headache—a program that has met with huge success.

At the beginning of the school year, we announce that a Football Appreciation Class will be held at the high school auditorium one night each week during the season. The purpose of this course will be to familiarize the fans with the rules and skills so that they will be able to better appreciate the game.

The course embraces a discussion of fundamentals and behind-the-scene incidents and chalk-talks on interesting plays of both the local team and nationally famous college teams.

We treat the class as freshmen just coming out for football, giving them a background of the game and how it developed from soccer. We then explain the different systems, their advantages and disadvantages, and why we chose our own system.

We diagram our plays from a defensive as well as an offensive angle, showing how our plays are numbered and how the blocking assignments are carried out. With the help of visual aids, we also show why some of the plays that work so well on paper fail in actual games.

By E. O. FISCHER

The lecture is frequently interrupted to answer questions evolving from the discussion. This gives us a chance to straighten out some of the townsfolk's queer ideas, such as:

Do coaches really have a college education or are they just broken-down athletes without the brains to do anything else?

What goes on in the huddle before plays?

Why do you have training rules?
How do you care for your injuries?

What type of psychology do you use on your team?

What is discussed during the half-time periods?

What type of boy do you like for your particular system?

How does football benefit my son and what carry-over value does it have?

After each week's game, we point out the strong points of the opponent's offense and defense. We show, by blackboard diagrams, the good running and passing plays, and why these plays worked. We point out our own best gaining plays, along with what we were trying to accomplish by our particular strategy.

We discuss the scoring plays of both teams, why these plays were used, and why they were successful. We discuss the good and the bad points of the opponents' athletic plant and how it compared with ours.

As the season begins to take shape, we analyze each position on our team, explaining why each individual player was selected, and why we use one group on defense and another on offense.

Our captains and outstanding players give short talks on the coming game, telling what they expect of their opponents and how they think we will fare against them.

Here is the way our course shaped up last year:

1. Brief history of football.
2. General conditioning of the team.
3. Discussion of rules.

4. Foundation of football:

- (a) Blocking.
- (b) Tackling.
- (c) Line play.
- (d) End play.
- (e) Backfield play.

5. Individual skills and team execution:

- (a) Kicking game.
- (b) Passing game.
- (c) Running game.

6. Base of operations:

- (a) Offensive formations and plays—local and college.
- (b) Defensive formations—local and college.
- (c) Generalship.
- (d) Signal system—local and college.

7. Coaching responsibility:

- (a) Generalship.
- (b) Quarterback training.
- (c) Organization of practice.
- (d) Coach's background, education, and training.
- (e) Community pressure to produce championship teams.
- (f) Training rules.
- (g) Equipment and medical aid.
- (h) Coaching duties.
- (i) Publicity.
- (j) Psychology.
- (k) Purpose of football in secondary schools.

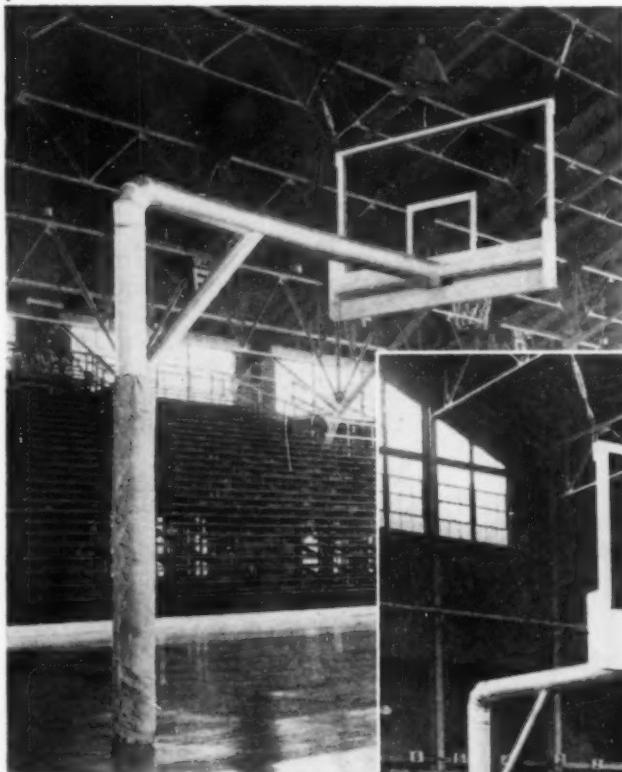
The members of the class last year became so engrossed in the course that they asked for examinations on the material covered so that they could learn the progress they made!

Through these discussions, we have discovered what particular type of game our fans like, and why. This helps in our offensive planning.

The education of the public has also facilitated the coaching of their boys, since we can obtain better co-operation from the parents. The public's increased interest is reflected in the increased attendance figures. Our fans are now part of the game, and they help us secure better equipment and improvements in our athletic plant.

E. O. Fischer coaches at King City (Cal.) Union High School.

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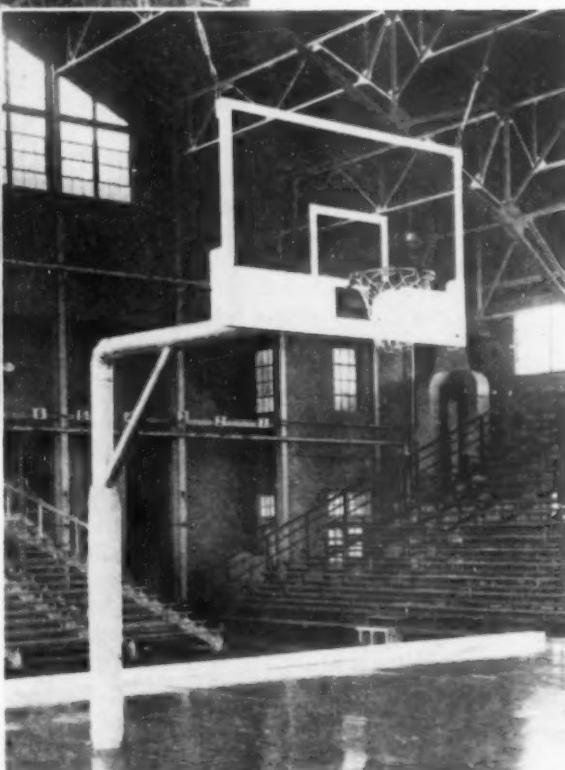
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**A plea for a fairer wages-and-hour deal for
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more trained and capable leaders from leaving the
field for more remunerative outside positions.**

A COACH'S LOT . . .

PAUL BROWN is known to every football fan as the coach of the Cleveland Browns, champions for two successive years of the newly formed American Professional Football League. He's really good, too, for you have to be good in the tough business of professional coaching where fortunes are staked on the ability to win.

What many fans don't know, however, is that Brown came up from the high school ranks. Yes, Brown, a former high school coach, has hit the jackpot and is right there on top, financially and esthetically.

This story would have a happy ending if we could say that the same fate awaits many of the thousands of men all over the country who are coaching schoolboy teams. Unfortunately, that is not the case.

It is true that in the eyes of the boys who play for him, the coach is somewhat of an idol. The newspapers give him publicity that would be worth thousands of dollars if he had to buy the space. The student body cheers him at school assemblies. The alumni pat him on the back, and the local chamber of commerce runs a testimonial dinner for him at the end of the season. Why, the school athletic association even buys him a gold football when he wins the regional championship!

Wonderful stuff isn't it? But have you ever tried to use any of these intangibles to pay the grocer or the landlord? Imagine what Uncle Sam would say if the coach in filing his tax return sent in some press clippings as payment!

This is not a plea to make professional coaches of all our high school men, but to draw attention to the fact that throughout the country, thousands of men—and a few women, too—are teaching the fundamentals of football, basketball, track, soccer, baseball, and other less publicized sports to teen-

age boys, at a remarkably low stipend.

Many have left this important work because they could not afford to remain in a business that offered most of its rewards in intangibles. Many more can also be expected to leave.

The fact is most coaches have the ability to convert their time into money, like Paul Brown and the many others who went into selling, manufacturing, distributing, etc.—work in which the monetary rewards were commensurate with the ability and the efforts expended.

To make matters worse, the shortage of trained people is making their replacement more and more difficult. Fewer men are willing to go into education as a profession. It is generally regarded as a poor paying type of work, particularly for persons with more than average ability.

This trend has already produced an increase in juvenile delinquency, since too much time is being spent idly by young people in need of supervised activity. The ranks of the unpaid after-school supervisors are thinning out and the threat to the whole extra-curricular program is becoming greater.

Many coaches took on part-time jobs during the war and found they could supplement their income in other fields. The present high cost of living has now made it necessary for them to look around for work offering either better salaries or greater opportunities for advancement.

Many are merely dropping their coaching assignments and taking on summer and after-school occupations, with the result that many school sports are being abandoned or are now being supervised by people less competently trained, or with less experience.

If we want to provide capable leadership for our youth, we must face the fact that we will have to pay salaries proportionate to the needs of such trained personnel in keeping with their education, experience, and the great time and energy such work requires.

We cannot expect men, who in most cases are heads of families, college graduates (many with advanced degrees), and matured in the field of youth education, to work for salaries which have lagged behind those paid in occupational fields. Have you noticed the wages paid to carpenters, plumbers, electricians, etc.?

The intention here is not to prove that these skilled tradesmen are not worth the money they are getting, but to show that the general wage level has risen all over the country. Why deny the advantages of our high standard of living to our educators?

Many educators dislike being compared to workers in the skilled trades. They feel they are engaged in a profession, and unlike the artisan who owes no particular loyalty to the public at large, must be ready at all times to serve his community, at great sacrifice if necessary.

NOBLE BUT ILL-ADVISED

The result of this philosophy has been that teachers generally, and coaches in particular, have been called upon to perform extra-curricular duties gratuitously. The writer contends that this noble philosophy, this attitude of self-sacrifice, has done much to undermine the moral of teachers.

Most teachers want their families to live reasonably comfortable and would like to see their off-spring enjoy college educations. This costs money, and no lofty philosophy is going to alter the fact that it takes a good salary to bring that kind of money into the family coffers.

When Mr. Coach sees his neighbor adding to his income by doing extra work in his spare time, it is only logical for him to think that he, too, might be able to do the same. When he notices that the rest of the faculty in his school goes home about the time he begins to coach, he has an idea that he might do better if he looked around for something that will bring in some extra money.

If our friend, the coach, owns some real estate, he probably notices that when he needs the services of a carpenter or a plumber, he has to pay pretty heavily. And if he

by Arthur Lustig

Start the Next Season RIGHT



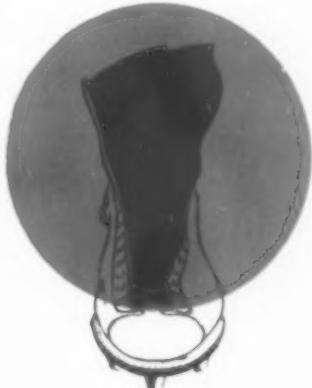
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wants the fellow to stick around after working hours, he has to pay him for his overtime, and not at the usual rate, mind you, but at time and a half. And if the property owner is smart, he'll never let a pipe leak on Sunday, because if the job is going to be done then, he might just as well let the mechanic take over the deed.

There are many examples all around us showing the fallacy of the idea that professionally trained people ought to work in their chosen fields beyond normal working hours without compensation. When doctors make calls at night, they expect to get paid. If lawyers, accountants, business executives, or other so-called professionals, are consulted in their spare time, they are generally paid for such services. Is there any fair reason for placing teachers in a class by themselves?

Most teachers have had training which cost plenty in time, effort and money; comparable with that expended in other professions. Why tell one group that their work is worth compensation and tell the other that theirs is a labor of love?

Somehow or other Mrs. Coach doesn't like that idea and her spouse soon learns what makes the wheels of business go around. If coaching can't bring in some extra money, friend hubby is going out when his day's work is over and find some way of making a few extra dollars.

WHEN COACHING WAS INCIDENTAL

There was a time when coaching was considered incidental to teaching. As a matter of fact, the classification of all work after school hours as extra-curricular, indicated that in the minds of our school authorities, athletics as well as other subjects which started after closing time, were not really a part of the educational process. It was nice to have these things in the school, but they were not part of the three "R's," and hence you did not need a trained teacher in charge of that work.

When Americans became sports-minded right after World War I, all our schools went in for varsity teams in a big way. The idea that "Britain's battles were won on the playing fields of Eton" took firm hold, and interscholastic sports became an important part of the American scene.

Control of school sports, however, was not entirely in the hands of competent people. Many communities saw in the publicity given to schoolboy athletics an opportunity

to "plug" the town, and a winning team became an important thing.

Many questionable practices developed as a consequence. Pay to athletes in various forms was not uncommon; vacations trips, valuable awards, proselytizing or inducing athletes to enter schools from other communities, the use of ineligible or over-age boys, and the lack of any eligibility rules at all in many cases, were in evidence all over the nation. At times these factors, together with many other unethical customs, reached alarming proportions and our educational authorities finally had to step in to bring order out of chaos.

VALUES OF SPORTS

School men were not blind to the fine possibilities inherent in our interscholastic program. The importance attached to this phase of school life by the student and the community, revealed its potentialities. Under proper guidance, it was concluded, schoolboy sports could knit the community into a more compact unit, while youth could engage in wholesome recreational and health-building activities and at the same time learn the meaning of fair play.

If so much interest could evolve from an activity, it must have something worth using in our constant efforts to train young people to become useful citizens. Today, sports comprise just one phase of the educational process, and all its aims and objectives must be in harmony with those of the whole educational pattern.

School administrators, aware of the important role of interscholastic sports in their courses of study, are very careful in selecting leaders for this work. No longer is playing experience on the local high school or the state university the prime requisite in applying for this post.

Today, the high school coach is almost always a member of the school faculty. He enjoys the same rights granted other teachers in the school, is protected by the same tenure laws, goes through the same probationary period, is expected to have the same amount of training in his own subject whether he teaches physical education or history, and is placed on the same salary schedule.

He is expected to teach a full program of classes, except in those cases where relief is granted for the time spent with his teams. He is first of all a classroom teacher, and he is usually hired because he

(Continued on page 50)

for the WINNING EDGE

...HE'S SAFE

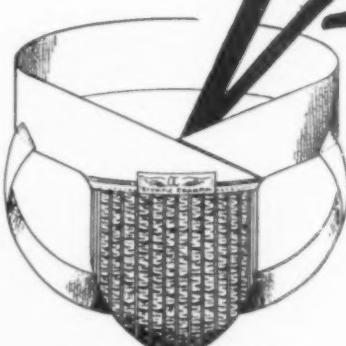


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McMillin's Cockeyed T

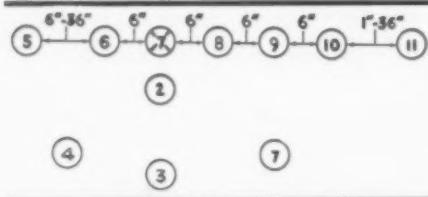
AFTER a long, fruitful and colorful regime at the University of Indiana, dynamic little Bo McMillin is abandoning the college ranks next season for a crack at the pros (Detroit Lions).

Whether he will change his offense any, remains a doubtful question. For Bo always was big league on attack. A sound, imaginative coach, with a penchant for new twists, he has evolved a brand of offense which should pay off in the pro game just as well as it did in the college field.

McMillin is the master of "cock-eyed" formations. At the Texas High School Coaches Assn. seminar last summer, he explained in minute detail the whys and wherefores of his complicated attack.

His basic ZZ formation is shown in **Diag. 1**. Note that he numbers his linemen as well as his backs. From either this formation or directly after coming out of the huddle, his team may shift into the famous McMillin "Cockeyed T" (**Diag. 2**).

The dotted circles represent two variations of the Cockeyed T. The 7 back may shift to a wingback position, thus creating a Wing T, or the 2 back (quarterback) can hip out to a normal blocking-back position.



Diag. 1

When both men shift at one time, a rather standard single wing is obtained.

In his signal system, Bo numbers the offensive rather than the defensive slots. He believes that this feature plus his splitting of the line, has just about solved the problem of shifting defenses for him.

In filling in the background of his formation, McMillin pointed out that he started with a standard single wing. His first step was splitting

the line. Then, during the war years, he started "fooling with" the T. In 1945, he installed the T at Indiana, and from this he has evolved his present system.

The future of his offense, he says, will be governed by the available material. Which way he swings—single wing or T—will depend on the type of men he gets.

Bo figures it this way: "I use the T because it gives me certain things I can't get from the single wing. I don't mean faster backfield action—one of the generally accepted major advantages of the T. I have found, through actual timing tests, that a back can get to the line just as quickly from the single wing as he can from the T."

"The big advantage of the T, as I see it, is that it discourages the defensive line from converging. Because the offense can strike at any point quickly and effectively, each defensive lineman must stay in place and defend his own little territory.

"Against the single wing, on the other hand, the linemen can converge on the point of attack and make the going pretty rugged.

"While I am not sold lock, stock and barrel on the T, I do believe you can inject a lot of fine football into it by merely using direct passes from the center to the backs. The fact that the defense must stay at home and wait for those counters is the biggest selling point of the T.

"If it were possible to use the single wing to the same advantage, I would never use anything else. I shift from the T to single wing because it enables me to place my man in motion and move right into a play without coming to a stop.

"I like the unbalanced line. Four men on one side of the center furnish more power than three. In the late '30's, Minnesota employed five men on one side of the center. It didn't look impressive until you played against it — then it looked plenty impressive."

In the McMillin lexicon, "pick

blocking plays" involve a trap, while "spread blocking plays" are what everybody else calls split blocking.

McMillin likes to hit every hole with each type of play. His pick Wing T blocking play over the No. 9 lineman is shown in **Diag. 3**. The ball-carrier, said Bo, is instructed to favor the side of the power blocker. (See page 46.)

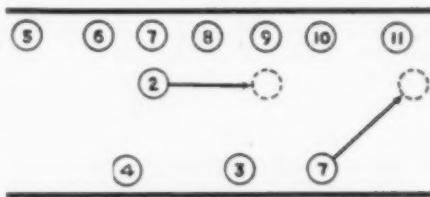
A spread blocking play in the same area would look as shown in **Diag. 4**.

A sampling of plays from the Cockeyed T and the Wing T is offered on the facing page.

Random harvest:

Cross-blocking: In executing this maneuver, the linemen should shoot their near shoulder into the defensive men. This procedure may not seem to conform to the principle of always keeping the head between the defensive man and the ball. But when the play is broken down you will see that at the crucial point the blocker's head actually is between the defensive man and the ball-carrier.

Tackling: We teach this fundamental during the early part of the season. Just as soon as a boy perfects his form, we take him out of



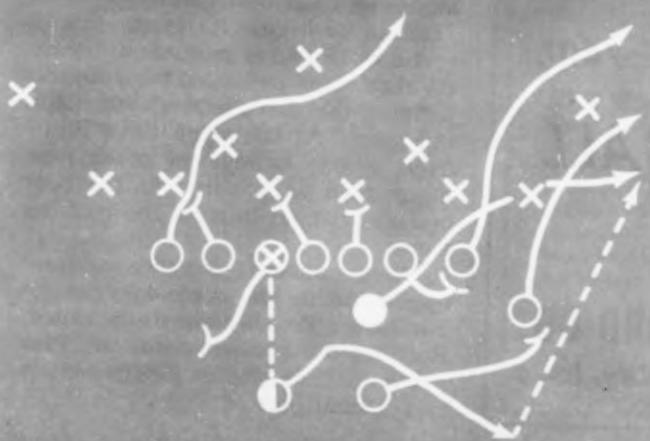
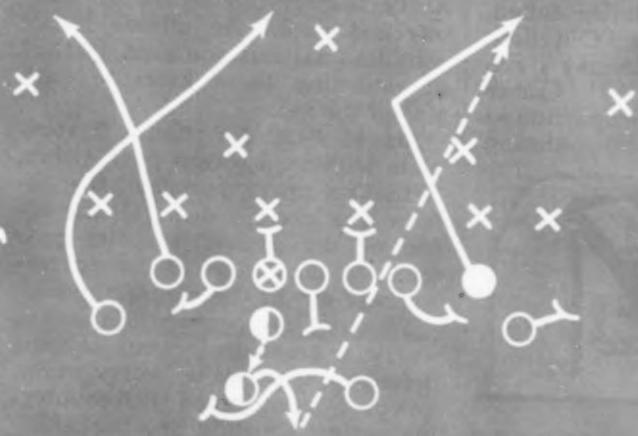
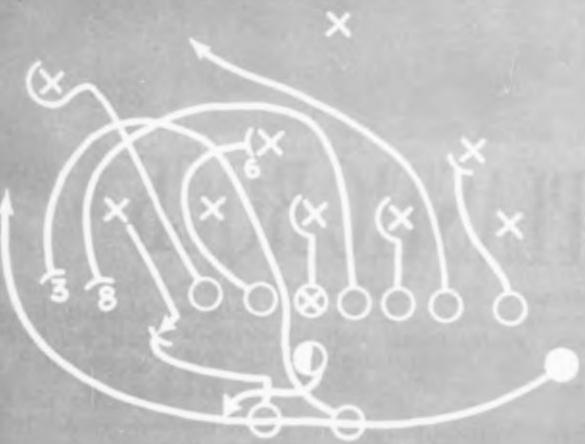
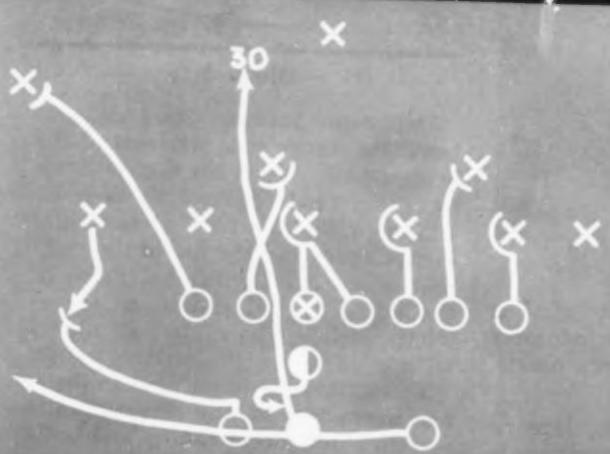
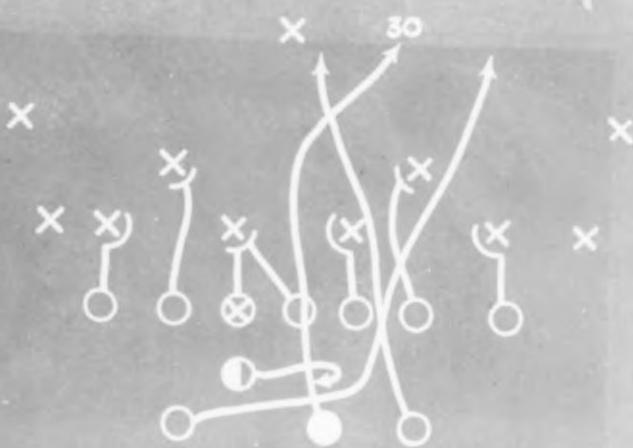
Diag. 2

this particular type of practice. Boys who have trouble with their tackling get it twice a week.

We teach it differently than most coaches. We instruct our tacklers to hit with an upward swing of their arms, instead of just grabbing the man.

We stress the point of shooting up from an ape-like position as contact is about to be made, and we want our open-field tackler to tackle

(Continued on page 46)





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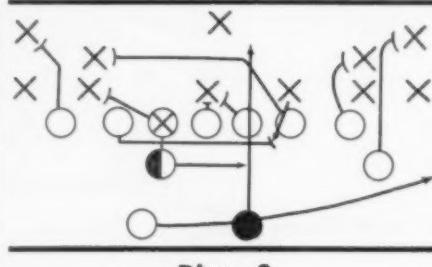
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high, standard operating procedure.

We want all of them to keep their eyes open and on the ball-carrier, and to carry their feet wide and under control at the instant of contact. We want them to make contact with the part of the shoulder nearest the neck, and to maintain contact by driving upward and forward.



Diag. 3

Backfield Stance: Our idea on backfield stance is a little out of the beaten path. We want our tailback to take a fairly narrow three-point stance with the feet about eight inches apart and the toe of the right foot about even with the instep of the left. The tail should be somewhat higher than the shoulders with a little weight on the hands.

From this position, the tailback can move fast in any direction and can do a fine job of faking and ball-handling. Quick kickers, punters and passers employ this stance, too.

Kick Returns: A coach should never neglect the return of kick-offs and punts. An offense is not complete without one good method of returning these kicks to each side of the field.

Screen Pass: No offense is complete without a screen pass, either. With this worry removed, the defense can exert a demoralizing effect on the passer. A screen pass tends to take some of the aggressiveness out of the running game.

Shooting line-backers: We used to worry a great deal about shifting defenses. Our main worry, now, however, is concerned with countering against shooting line-backers.

Line Stance: I am firmly convinced that the high stance for linemen offers the best results.

Pass Rushing: A team should spend at least five minutes a day on rushing the passer. There is no denying the usefulness of the rushing game. At the same time, however, I also believe in placing as many men as possible in the secondary without hurting the rushing game.

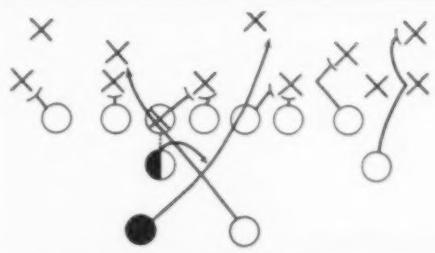
When a passer sees twice as many opponents in the secondary as he has, he is apt to become discouraged. Rushing the passer is not the sum and substance of pass defense—it is just a vital part.

McMillin uses a peculiar over-shifted six-man line with the spacing of a seven-man line on the strong side and a five-man line on the weak side. To bolster the weak side, he places a backer-up outside the offensive end. The other backer-up takes a position back and between his guards on a line with the offensive inside tackle.

The end on the strong side plays more or less orthodox. The tackle on that side also plays orthodox unless the end or wing crosses in front of him. He then drives inside. The guards play tough, chugging hard and playing the ball. However, they are constantly on the alert to fade back in case of cutbacks. On fakes, spinners, half-spinners, etc., they play the spinner. They never go across. They play on all fours to avoid traps and keep their hands up. As McMillin is fond of saying, "you can't get them if they stay at home kneeling."

The weak-side tackle drives hard on the weak-side guard and protects the territory to his inside. Sometimes, especially on reverses and spinners, he angles in behind the guard's tail and dives into the interference. He is always well braced with his two hands on the ground and the left foot forward. His first stride across the line is taken with his right or back leg.

The weak-side end drives in hard and hand fights the interference. He can't afford to give ground because he seldom knows who has the ball on spin plays and reverses. When he sees that he is about to be blocked, he makes a last desperate grab for anyone he can lay his hands on.



Diag. 4

The backer-up on the weak side, the center, is definitely responsible for plays inside and outside the weak-side end. He holds position until he knows exactly where the ball is. He plays cautiously on plays to the strong side, looking for cutbacks. The fullback is responsible for plays both inside and outside the tackle, and end runs to the strong side. The right half is responsible for wide plays to his right. When the wingback is in motion and comes around to the weak side, the right half fades and stays with him.

The left halfback covers on wide plays to the strong side. The safety man drifts over with end runs and should be in on the tackles after the ball has passed the line of scrimmage four or five yards to either side.

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- **BASEBALL FOR EVERYONE.** By Joe DiMaggio. Pp. 224. Illustrated—photographs and drawings. New York: Whittlesey House. \$2.50.

THE noblest Yankee of them all touches every base in his book. Written for fan and player alike, it is chockful of entertaining "inside" stories and instructive material.

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With the aid of drawings and photos, he analyzes all the mechanics of play—how to make the double play, how a shortstop relays the signs to the outfield, how a batter protects a runner, how a pitcher grips the ball for a sinker, curve, or change-up.

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(See adv. on this page.)

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Published by G. P. Putnam's Sons, of New York, each book runs about 275-300 pages and sells for \$3. Two

other numbers are now in preparation — *The Cleveland Indians* by Franklin Lewis, and *The Washington Senators* by Shirley Povich.

- **PRITCHARD FOOTBALL SCOUTING REPORT.** By R. W. Pritchard. Worcester, Mass.: R. W. Pritchard. \$2.

COACHES who chronically suffer from inaccurate, incomplete scouting reports will find a simple, practical cure in the Pritchard method of football scouting. This ingenious device makes scouting easy, quick, accurate, and thorough.

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The Scouting Form consists of a front and back cover and the "filler" on the inside. A complete form costs \$2. Additional fillers, one for each game, cost only 75¢ each.

(See adv. on this page.)

- **PHYSIOLOGY OF EXERCISE.** By Laurence E. Morehouse and Augustus T. Miller. Pp. 353. Illustrated—photographs and drawings. St. Louis: The C. V. Mosby Co. \$4.75.

WORKING on the theory that the physical potentialities of the human body are best revealed through an analysis of the manner in which they meet the exact requirements of exercise, the writing team of Morehouse (associate physical education professor at U.S.C.) and Miller (associate physiology professor at the U. of North Carolina) have produced a treatise on the physiology of exercise which should prove of incalculable value to every man in the field—athlete, teacher, coach, and scientific researcher.

Soundly organized and simply written, the book covers the subject in 30 chapters, namely:

1. Structure and elastic properties of skeletal muscle.
2. Contraction of muscle.
3. Nervous control of muscular activity.
4. Metabolism of muscle.
5. Fuel of muscular activity.
6. Oxygen Requirements of exercise.

7. The heart.
8. Heart rate in exercise.
9. Circulation of the blood.
10. Circulatory adjustments in exercise.
11. Pulmonary ventilation.
12. Gas exchange and transport.
13. Carbon dioxide transport and acid-base balance.
14. Regulation of breathing in rest and exercise.
15. Miscellaneous effects of exercise.
16. Coordination of function in exercise.
17. Medical aspects of exercise.
18. Mechanics of movement.
19. Muscular strength.
20. Skill.
21. Endurance.
22. Energy requirements of physical activities.
23. Efficiency of muscular work.
24. Fatigue.
25. Physical fitness.
26. Training.
27. Diet.
28. Pharmacodynamics.
29. Age, sex, body type and race.
30. Environmental temperature.

As you can see, all this is related directly to athletics and exercise. Of particular interest to the coach are the discussions on training and diet, which reveal a lot of information that has never seen print before.

For the convenience of the reader, an excellent glossary is appended.

Other Baseball Books Received

- *Walter Johnson, King of the Pitchers.* By Roger L. Treat. Pp. 192. Illustrated—drawings. New York: Julian Messner, Inc. \$2.75.
- *The Babe Ruth Story.* By Babe Ruth as told to Bob Considine. Pp. 247. Illustrated—photographs. New York: E. P. Dutton & Co., Inc. \$3. (Special paper-bound edition for \$1.)
- *Jackie Robinson.* By Jackie Robinson. Pp. 170. Illustrated—photographs. New York: Greenberg, Publisher. \$2.
- *Babe Ruth.* By Martin Weldon. Pp. 280. Illustrated—photographs. New York: Thomas Y. Crowell Co. \$2.50.
- *Bat Boy of the Giants.* By Garth Garneau. Pp. 184. Philadelphia: The Westminster Press. \$2.

ALL these titles make entertaining reading for baseball fans, particularly the Johnson and Robinson books.

The Johnson biography is written with an unusually fine dramatic flair, Author Treat making it a real treat.

Jackie Robinson, in his book, tells the story of his sensational 1947 season, and he doesn't pull too many punches, either. It makes good reading for the fans who love the behind-the-scenes stuff.

The *Babe Ruth Story* is a compound of the series in the *Saturday Evening Post*. It's an exciting tale, written by one of the nation's top sportswriters, and is now being made into a movie, with William Bendix playing the role of the Babe.



Winchester Model 75 Target
Rifle (At Left)
Winchester Model 69 Target
Rifle (At Right)

NOTE: Shooter in picture is using a Winchester Model 52 Target Rifle.

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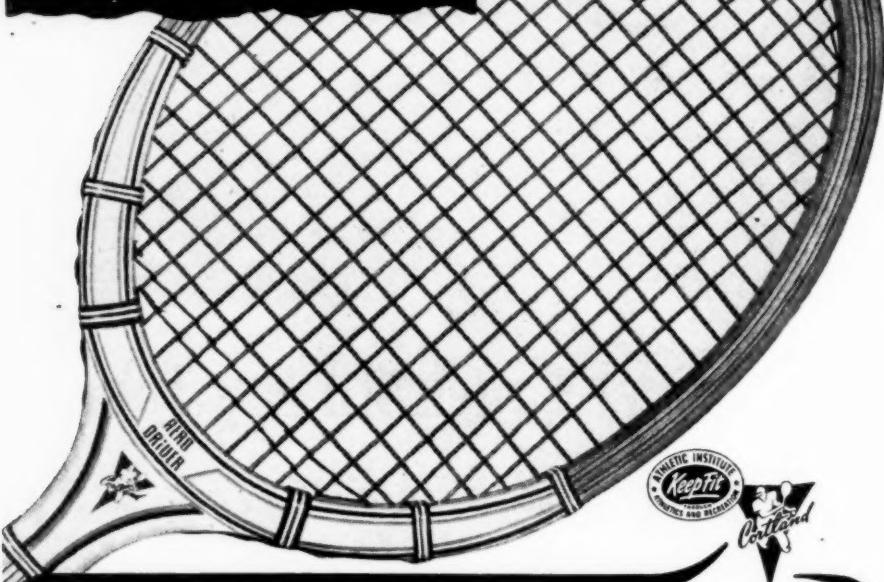
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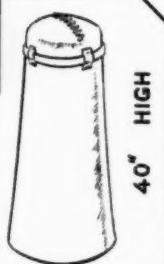
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A Coach's Lot

(Continued from page 43)

understands the basic principles of education.

Because of the importance attached to the sports program, the ability of the coach to put across his lessons on the athletic field is soon made apparent. Everybody knows whether the team won or lost; whether the team is well coached or not. On the basis of these decisions a verdict on the coach's ability is rendered.

If all teachers were exposed to the same kind of probationary period as that experienced by the coach, we'd probably have a considerably greater turnover in teacher staffs.

The man who directs the destinies of a varsity team has to be really good. He is not just an ordinary classroom teacher. He is a specialist. His classroom is the basketball court, the football field, or the baseball diamond, and his teaching techniques must be the finest.

When his teams go out there to do or die for Alma Mater, the coach and his boys are taking an examination; and to make it tougher, the coach has to take those exams every time his team plays, before the local board of education, the chamber of commerce, the press, the students, other faculty members, and just about everybody in town. No wonder coaching is hard work! You've got to have an iron constitution to take that beating every week.

THE WORKING DAY

Few people ever stop to realize how much time a coach puts in. They see the boys come out on the field at 3 p.m. and leave at 5, and figure that he puts in a couple of hours a day for five days a week. Ten hours a week for say ten or twelve weeks, well, that doesn't add up to too much time.

Let's examine a bit more closely the activities of the average high school coach. Remember, first, that he is a classroom teacher and must do his work there just as efficiently as other members of the faculty. His tasks as a coach, though are not so clearly defined. Where he is doing a thorough job, they include most of the following chores:

Planning an overall schedule of work for the entire season; studying the new trends in his sport; reviewing old and new literature pertaining to his work; going over the rules; drawing up schedules for all

his teams—varsity, junior varsity, freshmen, etc.; arranging for physical examinations; selecting officials and seeing that all necessary correspondence is taken care of; supervising the maintenance of athletic fields and the repair and purchase of equipment together with its issuance and return.

These tasks together with his attendance at meetings, clinics and other duties keep the coach busy for considerable periods, even when his teams are not in training.

During the season, the coach's day begins before his boys report for practice and continues after they have finished. Conferences with his staff must precede and follow each day's practice; the work for the day must be planned the preceding night; scouting reports have to be studied; plans must be altered for each game; and many other details need attention.

Conservative estimates on the amount of time a schoolboy football coach spends annually in the performance of his labors vary from a minimum of 200 to a maximum of 600 hours per year.

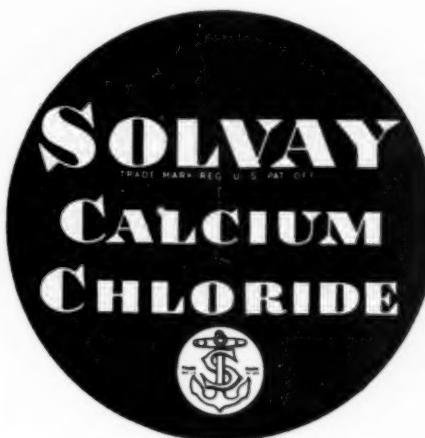
EMOTIONAL PROBLEM

No one will deny, upon examination, that the job of guiding a team takes a lot of time. It does more than that, though. Coaches also take quite an emotional licking, even when they're winning.

Some coaches believe that the strain of a long winning streak is the worst type of mental torture man should be asked to endure. The fear of a sudden end to a victory skein has given more than one coach sleepless nights.

If you happen to be the unfortunate mentor of a losing club, that's when you really get it. You get anonymous mail and telephone calls which are anything but polite; the ribbing you take in the faculty room, though ostensibly facetious, is not really funny; and the remarks of the downtown quarterbacks concerning the coach's heritage and his mental equipment would hardly make acceptable reading.

Failure to recognize the monetary value of the work done by the high school coach is not the universal rule. L. V. Koos and others in their books, *Administering the Secondary School*, say, "In the study of athletics included in the National Survey of the Secondary School, it was found that in more than half the schools studied, the average salary of coaches is higher than that for other teachers."



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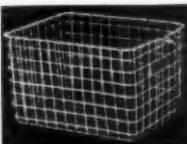
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What we would like to know is what makes the need for extra compensation for coaches greater in only half our schools?

Messrs. Koos, etc., continue, however, and say, "When the burden of sponsorship which a teacher bears is exceptionally heavy, adjustment of the teaching schedule should be made. Such recognition is preferable to an extra-salary provision. Additional salary is given on the assumption that the teacher works over-time. Either he does that at the expense of health and recreational activity, or he neglects his work such as the preparation for his classes or the correction of papers, and neither of these alternatives is desirable."

At least we now have the administrative experts admitting that coaching added to teaching classes, is over-time. Their objection to pay for such over-time is based on the idea that the coach will either over-work himself or do a poor job in his classes.

It's nice to have your superiors worrying about your health, but who does the worrying for the many teachers, principals, supervisors, etc., who work in night schools or department stores, or those who conduct law practices, sell insurance, do accounting, etc., in their hours after school or during the summer months?

These educators don't mind the extra work so long as they are getting paid for it, and they don't seem to be greater insurance risks than coaches.

HOUR-PER-HOUR RELIEF

A careful analysis of the proposals made by so many school superintendents that "compensation be made in time off," shows many flaws. In the first place, if hour-per-hour relief was granted, the coaches would do very little classroom work during the season. Replacing him for the period of his season is difficult because there is a real dearth of substitute teachers.

Those subs who might take the job are likely to be inexperienced or incompetent, for who else in these days of teacher shortages would be available for part-time work in schools? Then, again, the change-over from regular teacher to sub and then back to regular teacher again would result in a disruption of the class-work with incalculable loss to the students.

Where competent teachers are available and the coach is relieved from classroom duty for several periods each day for the entire

term, the cost to the board of education must be considerable. If the coach is willing to assume the burden of coaching duties beyond classroom work, why not pay the sums over to him and give him this badly needed financial help? This solution would be to the benefit of both the hard-pressed coach and to the sorely perplexed superintendent looking for a competent staff.

Another objection to the idea that coaches can be compensated in time-off stems from the nature of the work. No classroom teacher, however sincere he may be, experiences the emotional stress which is the lot of the athletic director. The tremendous pressure resulting from our highly publicized sports program exerts its weight primarily upon the man who directs the activities of the teams.

Have you ever watched the antics of a high school coach on the bench? Those queer motions he makes are not always signals to the boys out there on the field. He takes a nervous beating sitting there and is merely writhing in agony.

It is difficult for anybody who has never coached a team to thoroughly sense the discomfort of the man on the bench, but even casual observation should reveal that it is not exactly like the pain of the classroom pedagogue. No, hour-for-hour relief can never repay the coach for the time he spends with his boys; nor for the time given up evenings, Saturdays, Sundays, and holidays.

When school superintendents are cornered on this subject and finally admit that the coach has a good case, they invariably plead poverty. "If coaches are to be paid for after-school work," they will say, "then all teachers who remain for extra-curricular activities ought also get paid. Such a policy," they go on, "will bankrupt the town."

More careful scrutiny of the situation will show the superintendent's fears are unfounded. While a policy of paying teachers for overtime work will raise the school budget, the cost of such a project is usually negligible in the light of the entire cost of education.

A study of communities where salary schedules for extra-curricular advisers have been in operation reveals that the benefits derived from such plans outweigh by far the costs. Increased participation in after-school activities under the guidance of trained leaders is one of our best guarantees against juvenile delinquency, street acci-

students, and lack of interest in community life.

If teachers were paid for conducting programs of worthwhile activities after school hours, we'd see attendance in this important field climb to a really significant point. As matters stand, teachers adopt the attitude, no pay, no work. The result, no activities, or at best where such attendance by the teacher is made compulsory, bare lip service is rendered. Teachers, being human, respond best where the stimulus is easily identified.

Reference has been made to studies which reveal that many communities are now paying coaches and other teachers for their work after school. In relatively few of these places, though, are the sums paid adequate. When the "throw a bone to the dog to keep him quiet" policy, is used to adopt a schedule of pay for extra-curricular work, the results are always short of satisfactory.

LOGICAL BASIS

There ought to be a logical basis for calculating the amount of money which teachers ought to be paid for their duties as advisers or coaches.

If we believe that this work is important, that it is educational in nature, and that it requires the best in leadership, then we must be ready to pay the people whom we engage, sums commensurate with those we pay for regular classroom work. If we pay the coach three dollars per hour for his work in school, that ought to be the minimum basis for his salary as a coach.

There cannot be such disparity between the high school and college coach as that which exists in their salaries. Salaries of \$10,000 and up are common among college coaches. The professional coach today gets at least that much and it is questionable whether he works as hard as a high school coach, or whether he has to understand the basic techniques of his sport as well. Let's pay our high school coaches something more nearly like the money they are worth. And that goes, too, for those other teachers who so loyally serve our youth in the many activities which take place outside of the classroom!

Ten years of painstaking preparation lie behind this unusually fine brief for a fairer deal for the high school coach. The author, Arthur Lustig, a physical educator-coach at Weequahic High School in Newark, N. J., invites school men throughout the country to send him actual incidents illustrating some of their hardships as coaches—for use in a follow-up article.

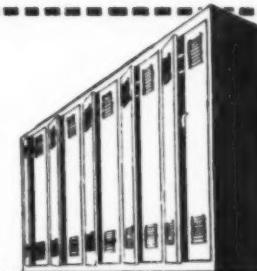
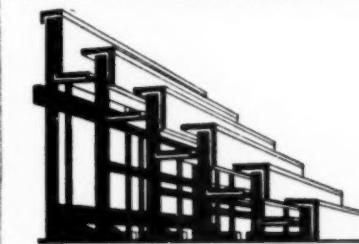
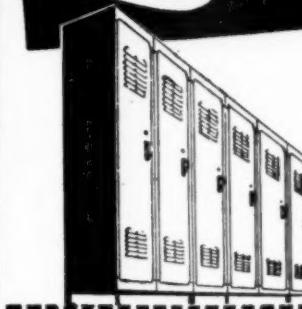
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Olympic Tales

By WILLIAM GRANITTO

1904 games, staged in St. Louis, was the marathon, with Felix Carvajal, the pint-sized postman from Cuba, providing the color.

Felix was a cocky, little fellow, whose big ambition was to win the marathon. He promised his countrymen he would bring glory to Cuba if money could be provided to send him to St. Louis. After much solicitation, he finally obtained the necessary money and started on his journey.

Unfortunately, Felix decided to go by way of New Orleans, where he became involved in a friendly dice game, from which he was lucky to escape with his shirt. But the little postman was as determined as ever to win the marathon, and he worked and begged his way to St. Louis. Felix became a great crowd-pleaser in St. Louis because of his gay, frolicsome disposition.

The day of the race came and despite the intense July heat, Felix jogged merrily along the 26-mile route, picking and munching apples as he went and pilfering several peaches from a bystander along the road.

A true story-book ending would have had Felix winning the marathon, but no, that thrill was not to come to him. However, he did finish fourth, a fine accomplishment considering his lack of training and his merry-making along the route.

The best remembered anecdotes of the 1906 "off-year" Olympics, took place not on the playing field at Athens, but on the SS. Barbarossa, the ship taking the American athletes to Greece.

A giant wave swept the deck of the liner on the second day out at sea, temporarily crippling six athletes and thus dealing a bad blow to American title chances. Furthermore, the food supply on ship ran dangerously low and it was only through the diligence of the wives of two athletes that the boys got the proper fill. The two wives scoured the market-places in the ports en route, and returned with the food-stuffs necessary to keep the competitors in trim.

Those present at the 1908 Games in London have probably never forgotten the pathetic ending of the

SINCE their revival in 1896, the Olympic Games have furnished newsmen with a steady flow of bizarre tales and anecdotes. Many an Olympic has gone by that hasn't produced its quota of singular occurrences and colorful personalities.

Appropriately enough, the 1896 Games were held in Athens, Greece. But the Greeks, who had fancied themselves the modern counterpart of their athletic ancestors, fared badly in the Games, losing every event but one. However, that event was the marathon run and therein lies a tale.

Spiridon Loues was a little Greek shepherd who decided to enter the marathon for the honor and glory of ancient Attica. Feeling it his sacred duty to win, Loues spent the last two nights before the race in prayer and he fasted on the eve.

Little Spiridon made such an inconspicuous picture on the field that he drew scant attention from the crowd, but by keeping a steady pace throughout the grueling 26-mile race he crossed the finish line ahead of all his rivals.

For vindicating the honor of Greece, Loues was showered with gifts and prizes of all kinds by his enthusiastic countrymen. A haberdasher promised Spiridon clothing free of charge for life, a barber guaranteed free haircuts, and a restaurateur promised him a lifetime of free meals. Loues had truly become a national hero.

From the Olympic Games of 1900, held in Paris, comes a story of great dissension. Though the participating nations had agreed to an American proposal that no contests be held on the Sabbath, there was a sudden change of heart and ten final events were scheduled for that day, despite heavy protest from the United States delegation.

When a group of athletes in the American camp decided to break the Sabbath and compete in the events, the situation became still more complex. The Americans were now split into two hostile factions with the Sabbath-observing athletes howling "traitors" from the sidelines as their compatriots performed on the field. Nevertheless, despite all the bickering, the American contingent managed to run away with most of the laurels.

The most colorful event of the

marathon run. The runners had toed the mark at Windsor Castle and set off for the stadium in London, 26 miles, 385 yards away (today's official distance for marathons).

Pietro Dorando, Italy's great marathoner, was the first to reach the stadium, after an exhausting run. Just one short sprint around the track of the stadium to the finish line would have won the race for Pietro. But the game Italian, completely fatigued, staggered onto the track, spun around, and collapsed to the ground.

Helping a runner to his feet is contrary to Olympic rules, but because of many pleas from the grandstands, track officials went to the Italian's aid. However, poor Pietro, much too exhausted, took several strides and dropped to the ground again. Again he was raised and again he fell.

This act was repeated four times before Pietro was finally half-carried across the finish line, still ahead of all competitors. But alas, despite his gallant effort, the doughty Italian had to be disqualified, much to the disappointment of the crowd.

ENTER JIM THORPE

The Olympic Games of 1912 at Stockholm were highlighted by the sensational performances of Jim Thorpe, the giant American Indian. Thorpe won the pentathlon and decathlon and became the toast of all Sweden.

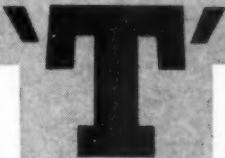
However, six months later it was discovered that the big Fox and Sac Indian had played professional baseball and therefore was ineligible for amateur sports. After much debate, an Olympic board voted to rule out Thorpe's record-shattering exhibitions and big Jim had to return the many trophies and medals he had been awarded.

Because of World War I, no Games were held in 1916. But in 1920 the Games were staged in Antwerp, Belgium.

Americans best recall the 1920 Olympics in connection with the threatened mutiny by members of the American contingent. Indignant over the sleeping quarters and table menu accorded them on board a not too luxurious troop ship, the American team remonstrated angrily against its leaders.

To make matters worse, the squad discovered, upon arriving in Belgium, that they were to be quartered in barrack-like schoolhouses. This time there was open revolt and many threatened to go home. It

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David R. Gavin, Head Coach, Melrose High School, Melrose, Massachusetts

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was only after a good deal of furious wrangling, with much talk of quitting and suspensions, that harmony was again restored.

In 1924, Paris once again became the site for the Olympic contests. It was during these Games that the great Paavo Nurmi won four events and was acclaimed the greatest running machine ever known.

The Games also marked the first time that the American track and field team was seriously threatened for team honors. In fact many track experts in Paris believed that little Finland, with its scant population of three million, actually outclassed the United States with its 120 million people.

Amsterdam was awarded the international Games in 1928. The Dutch proved excellent hosts and the events were contested in perfect harmony, excepting, however, for a slight altercation between the stadium gate-keeper and the entire French team.

It seems that the French tried to enter the stadium for some practice runs the day before the start of the Games. The gate-keeper, carrying out his orders to the letter, refused to admit them.

Outraged by this "insult," the incensed Frenchmen threatened to pack up and go home, but they were calmed down by a Dutch

apology and by the promise that the gate-keeper would be fired.

However, when the French appeared at the stadium the next day, and found the same guardian on duty, they withdrew to their quarters and registered another strong protest, demanding to know why the gate-keeper had not been discharged.

The Dutch again were profuse with their apologies and again the French were appeased. Whether the gate-keeper was eventually discharged is not known, but the sensitive French team did remain to take part in the Games.

NO "BEANS" IN COFFEE

Los Angeles was the scene of the 1932 contests and from those Games comes the weird tale of the wandering Brazilian team.

Neither the 69 athletes who comprised the Brazilian squad nor the Brazilian government had the money, in the depression year of 1932, for the voyage to Los Angeles. The government, however, agreed to provide a ship which the athletes were to man, and 50,000 bags of coffee which were to be sold at ports en route to finance the tour.

But people weren't buying coffee in those depression days. When the

ship finally reached California, only 24 of the 69 had the dollar necessary to go ashore (landing tax was \$1 per individual). The 45 penniless athletes had to put out to sea again and never returned to California.

At least the story is told that way, but it does seem strange that an arrangement couldn't have been made to allow the athletes to dock.

The last Olympic Games were held, as everyone must remember, at Berlin in 1936. On hand was our old friend, Spiridon Loues, the little Greek shepherd who won the marathon run in 1896. Loues' role this time was to present an olive branch to the patron of the '36 Games, the late, unlamented Adolph Hitler.

The contests were marked by the wonderful performances of America's negro athletes, and marred by Hitler's deliberate refusal to invite the victorious colored athletes to his box for the usual handshaking.

The Nazis, it seems, did not regard negroes as proper competitors in any field. One German paper, the *Angriff*, referred to them as "America's black auxiliary force."

Nevertheless the performances of such track stars as Jesse Owens, John Woodruff, Archie Williams, and Cornelius Johnson must have made many a Nazi wonder about the truth behind the Aryan racial supremacy theory.

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Intramural Panacea

By PAUL WALKER

Paul Walker is a feature writer on The Columbus Dispatch, Ohio.

davenport so everyone could see it. His mother told me he wanted to sleep in it, too," Edington enthused.

The broad-shouldered, 30-year-old Edington became football coach at Chillicothe (pop. 19,500) in the fall of 1947, moving in from Ohio State University where he had been an assistant under Paul Brown, now of the Cleveland Browns.

At the end of a year Edington announced he was resigning to become assistant to Paul Bixler at Colgate. A week later he announced he was turning down the Colgate job and would stay at Chillicothe.

What happened that week in Chillicothe has never been fully explained. But it's easy to see they didn't want to lose this personable young man who was so beloved by the children of the Ross County city.

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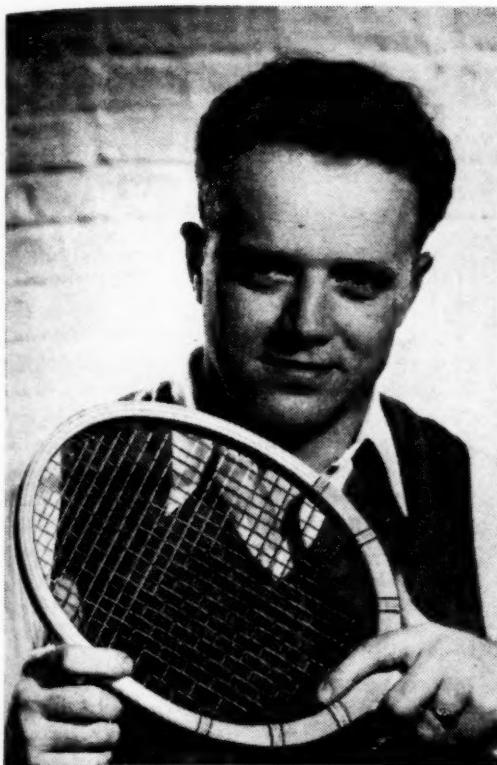
So Edington stayed on, became athletic director for all schools, and was given a staff of five men of his choosing to help him.

The program Edington installed doesn't just stop at the high school. It reaches clear down to the 5th and 6th grades, where he now has 280 boys playing in intramural basketball leagues. The activity steps up in the two junior highs and reaches its peak in the high school.

The high school intramural program has attracted 88% of the 412 boys to at least one sport. Total participation in all branches of activity is 1,868 boys, which means they are all going full tilt in four sports.

Speedball, soccer and touch football account for 320 boys each; volleyball brought out 154; badminton attracted 203; wrestling 32; boxing 50; softball 124; tennis 20; horseshoes 35; track 32. The school has added baseball and tennis to its varsity program, so that it now em-

(Concluded on page 60)



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If your pupils already play with nylon racket strings, they know why more and more players switch to nylon every year. For moderately priced nylon strings have the long-lasting resiliency that helps them deliver crisp, clean strokes. They resist fray-
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ability encourages your pupils in long-term playing. Amateur and pro alike agree that, for new rackets or restringing jobs, a change to nylon is a change for the better. E. I. du Pont de Nemours & Co. (Inc.), Plastics Department, Room 515, Arlington, New Jersey.

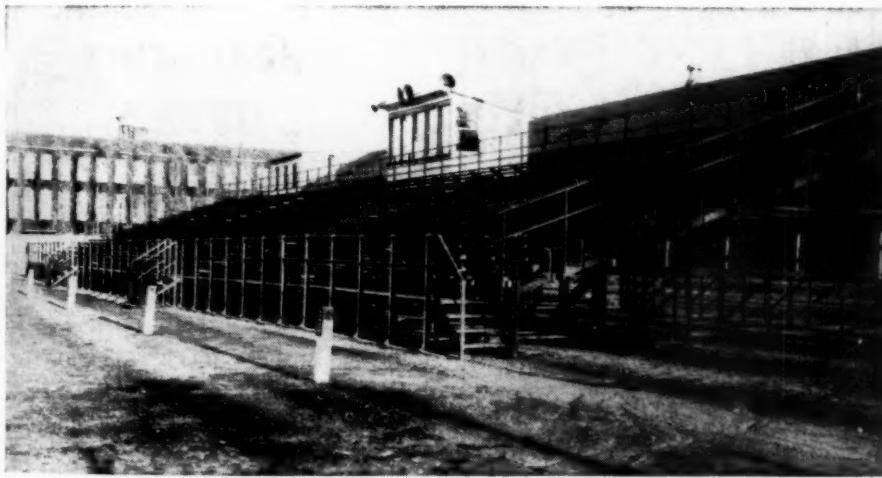
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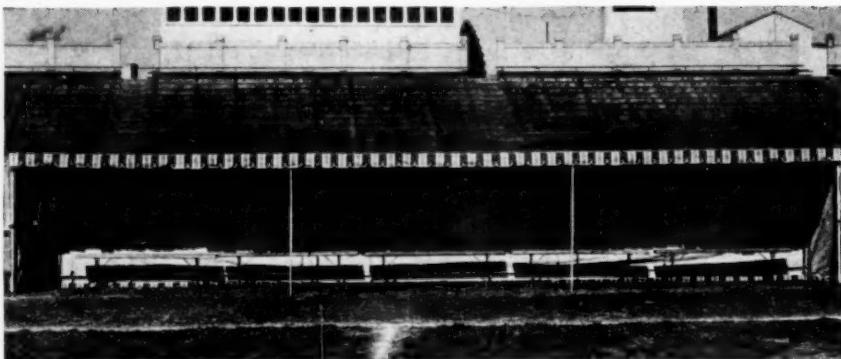
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RICHMOND, VA.

braces six sports. Others are football, basketball, golf, track.

Since the start of Edington's second year, the school board has laid out three additional football fields, and attendance at home games has increased by 1,500 persons. The board has also made a \$20,000 addition to the gymnasium to provide more room for spectators, and added a third day of required physical education to the curriculum.

Next on the program will be formation of bowling leagues among the students, and sometime soon Edington hopes there'll be a swimming pool, too.

Right now he claims to have the strongest intramural program of any high school in Ohio. Those 50 boys who don't compete have been excused because of disability or work.

Edington, a native of Ironton, Ohio, is a graduate of Ohio State University. His staff consists of Ed Alexinas, basketball and golf coach and assistant in football; Don Gatchell, track and assistant in football and basketball; Don Hair, baseball coach and freshman coach for other sports; and Pete Wright and Howard Ater as junior high coaches.

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School Enrollment _____

Name _____ Position _____

School _____

City _____ State _____

Training for Distance

(Continued from page 11)

who, in my estimation, has unlimited potentialities as a distance star.

Francisco, in spite of his 15 years, stood 5 ft. 10 in. and weighed 140 lbs. during the 1947 season. Possessing powers of endurance far beyond most boys of his age and matching his elders' stride for stride as far as speed was concerned, it was soon evident that Pacheco was a champion in the making.

As his coach, my greatest concern was to keep him under wraps to prevent him from over-taxing himself. Gifted with exceptional natural ability, speed, stamina, and the will to win, it was no easy task to keep him in check.

Fearing that weekly competition over a 10 to 11 week period in the Class B 1320-yard run might prove too taxing on a youth his age, it was decided to alternate the 660-yard run with the 1320-yard run each week.

Apparently, this routine aided rather than hindered his "three-quartering," for he progressively reduced his time despite the fact that no pressure was used to spur him on. His only instructions besides being told to run "loose" were to run his first 440 yards on a pre-arranged schedule; the remainder of the race was to be run according to how he felt.

Knowing that no designated time was expected of him Francisco relaxed mentally as well as physically.

His first four weeks of general conditioning was identical to Halpin's. Inasmuch as Pacheco was always eager to run, never complained of weariness, etc., and was continually improving, there was little fluctuation in his workout schedule for the season.

In the main, his schedule for the 1947 season was as follows:

Monday: Calisthenics; sprints; two good 360's.

Tuesday: Calisthenics; sprints; 880 for pace (2:8 to 2:11) rest; good 220.

Wednesday: Calisthenics; starts; wind-sprints or two good 220's.

Thursday: Usually complete rest.

Friday: Competition at 660 or 1320 yards.

Francisco simultaneously set a new school record as well as a league record in winning the Marine League Class B 1320-Yard Run in 3:18.2.

A former U. of California and Southern California A. A. distance star, Robert L. Baker now coaches at Phineas Banning High School, Wilmington, Calif.



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Coaches' Corner

Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 220 East 42 St., New York 17, N. Y.

Bizarre is just the word for some of the episodes which occurred in the state basketball championships this year—particularly in Oklahoma and New Jersey.

The Sooner classic was played during the worst blizzard in the state's history, and the tales of woe are still pouring in. So great was the blizzard that less than half of the teams arrived in Oklahoma City for the annual pre-tournament dinner and reception. Pawhuska was forced to abandon its bus en route and had to take a train. Byng, defending B champ, needed two days to cover 90 miles.

Oklahoma City's transportation was almost completely immobilized and only a hand-full of fans turned up for the opening games. But more than 1,500 were turned away from the finals.

The real saga of the tourney, however, was the 350-mile trek of Adams High to the play-offs—a 26-hour journey matching in some respects an expedition from Little America to the pole.

The two-car caravan carrying the Adams squad was extricated from snow-drifts no less than 40 times by friendly farmers with tractors. The Oklahoma Highway Patrol finally rescued the group from an unbelievable mound on U.S. Highway 66, but too late for the opening game.

The contest was rescheduled the following morning, but the battle with snow and ice had taken too much out of the boys and they went down to defeat. (Reported by Wally Wallis of the *Daily Oklahoman*.)

Ever hear of a team "freezing" its way to defeat? That's what happened in the New Jersey semi-finals. Merchantville lost to Burlington by one point because they successfully stalled for 59 seconds. Merchantville was leading by a point with a bit over a minute to play when a rival player intercepted a pass, dribbled in, and laid up a shot.

While the ball was on the rim, a Merchantville player interfered with the net, causing the ball to go off to the side. The official signaled the basket as good and awarded Merchantville the ball out of bounds under the hoop.

The Merchantville team, having seen the shot miss, misunderstood the call. Believing themselves one point ahead, they went into a 59-second

stall. The frantic signals from the coach and the shouting of the crowd were interpreted as encouragement. With three seconds to go, however, a player glanced at the scoreboard and, to his horror, perceived that his team was behind. He promptly took a long hurried shot, but it failed. Goodbye ball game and title.

Another weird play turned up in the Group 1 semis between Atlantic Highland and Westwood. With the score tied and five seconds to play, an Atlantic player was awarded a foul shot. Realizing the game depended on this shot, the crowd sat tense and expectant. The shooter, highly nervous, started bouncing the ball up and down. He hesitated, bounced the ball several times again, looked around, and started to bounce some more.

Finally, after about 15 seconds, the referee took the ball away from him and awarded it to Westwood on the sidelines. The game ended in a tie, but luckily for the nervous boy's frame of mind, his team won in the over-time. (Reported by Everett L. Hebel, of Bogota High School.)

George Earnshaw, the former ace Athletic right-hander, was pitching against the Yankees one day and having his share of trouble. Among his tormentors was Lou Gehrig, who smacked two homers into the right-field seats. After the second clout, Connie Mack yanked George, who started for the showers.

But Mack called to him sharply, "No you don't. Sit right down here. I want you to see how Mahaffey pitches to that fella." Earnshaw sighed and sat down. Presently Gehrig came up again and Earnshaw obediently paid strict attention as Mahaffey turned on his power.

Crash! This time Gehrig sliced a

homer into the left-field stands. There was a long and awkward silence. Then Earnshaw nodded. "I see," he said. "Made him change direction."

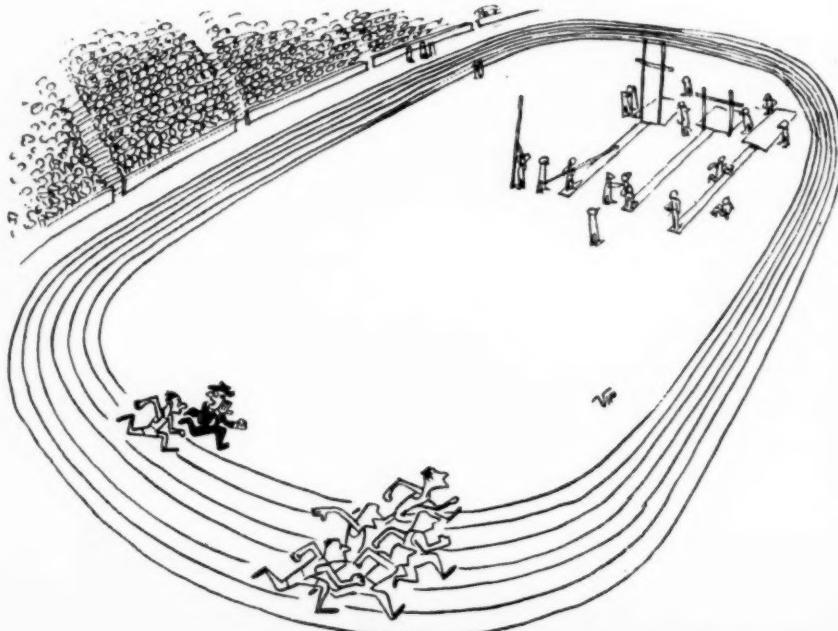
During the intermission of an Olympic basketball tourney game, aspirants for the Olympic fencing squad put on a demonstration in which they used the electrical epee. The swordsmen brought along their own announcer who delivered the following pearl while the fencing mat was being rolled out: "That is the fencing strip that the fencers will fence on."

The electrical epee is a device which scores touches by means of lights and buzzers. During one rapid exchange, the fencers made simultaneous contact. Both lights flashed and both buzzers sounded at once. "Tilt!" shouted the gleeful customers.

As far as we know, Earl Torgeson, the promising Brave first sacker, is the only ball player ever designated as such by official city ordinance. Torgeson was a high school football star back home in Snohomish, Wash. But townsfolk who had seen him play in the national semi-pro baseball championships at the age of 11, figured his real future lay in baseball.

They demanded that the coach toss him off the football team, lest he be injured. The coach said, hell, Torgeson was his whole club; to lose him might cost his job. The neighbors said sorry, but Torgeson's future was more important than the coach's job. They circulated a petition, as a result of which the city council met and adopted a resolution providing that if Torgeson wasn't kicked off the team, the coach would be fired.

Torgeson's football career ended right there. Six years later the Braves



Virgil Partch in Collier's
"Pssst—follow me."

paid \$100,000 to get him from Seattle.

Johnny Weismuller, now 43, and a bit on the plumpish side, recently returned from an aquacade performance in London. He got in shape for his exhibitions by working out in the famous New York A.C. pool. The other swim aces using the pool eyed the "old codger" rather disrespectfully and bet him that he couldn't come within three seconds of his own record time for the 100 yards, which was 51 flat. So Johnny churned out an effortless 51.3.

No pitcher this season is going to improve upon the job that Bill Froats, of Cardinal Hayes High (N.Y.), turned in against James Monroe, a local rival. In a regular 7-inning game, the 17-year-old lefty fanned 18 of the 21 men who faced him and personally threw out the other three batsmen! Which means that his teammates, except for the catcher and first baseman, could all have "stood in bed."

Seems incredible that Curt Simons, the 18-year-old fireballer who received 60,000 smackers for signing with the Phillies, was pitching high school ball only last season! In Egypt (Pa.) High's first game, Curt whiffed 20 out of 21 batters.

Can you name a big leaguer for each letter of the alphabet? There is at least one star for each letter, excepting I, Q, U, and X. The M's could field a nifty club by themselves: Mize (1b), Mayo (2b), Majeski (3b), Martin (ss), Musial-McCoskey-Marshall (of), Masi (c), and Marchildon (p).

Just loved that short short in the April Sportfolio, entitled "Frank Merriwell, 1948." Parke Cummings' gem went like this:

Only four minutes to go and the Blue trailed, 54-33! A great cheer rocked the huge arena as Frank Merriwell came back into the basketball game. "Do not despair, comrades!" quoth Frank. "We can do it!" No sooner had the words issued from his lips than he took a pass from Feeley, and sank a one-hand lay-up shot. Only 19 points behind now. "Fight!" said Frank. "Fight!"

Deftly Frank sank a free throw, and followed this half a minute later with a long set shot from midcourt. It was 54-38 now, and the huge audience tensed to the Blue's great rally. Only a minute and a half left. *Swish!* Merriwell arched another one-hander through the hoop. Fourteen points behind now. The Crimson was showing signs of demoralization. They couldn't stop Merriwell. *Toot!* The referee's whistle sounded. Merriwell had been fouled!

Calmly Frank stepped to the foul line. *Zip!* A one-pointer. *Zip!* Another! The enemy's lead was reduced to 12 points. But only 34 seconds to go now. Merriwell intercepted another Crimson pass, dribbled down the floor and scored again. 54-44! The



BEACHERS and Grandstand orders on file still constitute a large backlog and we are sorry that we cannot give the prompt shipment many customers desire, although we are proud of this continued popularity of our products as we enter our 54th business year. There is yet time, and a place on our schedule, for many more to be served during the present year if orders are placed promptly, but it does appear that those who wait until Fall may not receive additional seating needed for football.

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seconds ticked away. Another technical foul called on the enemy. Calmly, Merriwell sank the free throw. Nine points behind now.

Could Frank do it? Only three seconds to go! Now only two! One! And then, as men and women yelled themselves hoarse, Frank catapulted a two-hand set shot from ten feet beyond the center line. The ball arched high in the air toward the basket. Buzz! The final buzzer sounded just as the ball looped into the basket!

The game was over! A horde of jubilant Blue rooters leaped from the stands and hoisted Frank on their shoulders. Merriwell had done it again! The Blue—an 8-point underdog in the betting—had lost by only 7 points. Once again Frank Merriwell had administered a thrashing to gambler Boff Scarpella and his Old Reliable Point System Syndicate!

After reading our comments on the point-after-touchdown (March *Here Below*), Bill Graf, football coach and athletic director at The Manlius (N.Y.) School, plumped himself down and dashed off his sentiments on the subject, to wit:

"Few teams nowadays try to convert an extra point by any other means except place kick. The touchdown-play type of conversion—run or pass—is practically obsolete. Yet, though a touchdown counts six points and a field goal three points, both types of plays count the same in the try for point. It doesn't make sense. My suggestion is that a successful kick count one point and a touchdown play—run or pass—count two points. This would have the following effect on the game:

"1. Fewer tie games.

"2. A team behind in the late stages, 7-0, would still have a chance to win by scoring a touchdown and a two-point conversion.

"3. The deceptive place-kick formation would come back into its own as a triple-threat to the defense.

"4. The mechanical specialist would be replaced by a triple-threat play which would add interest to the conversion play."

Oops! Some paragraphs back we said nobody would match Bill Froats' feat of whiffing 18 out of 21 men in a seven-inning game. Well, Hugh Radcliffe, Thomaston (Ga.) High School pitcher, went Bill just ten better. Hugh fanned 28 men in a regulation nine-inning tussle! The 28th whiff was made possible when Hugh's catcher dropped a third strike, enabling the batter to reach first.

FREE TROPHY CATALOG

COACHES interested in obtaining a free copy of an attractive catalog of medals, awards, trophies, and novelties for every sport and occasion may write to: The Trophy and Medal Shop, 10 South Wabash Ave., Chicago 3, Illinois.

The catalog lists hundreds of these school items, illustrates them handsomely and gives the retail prices.

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Baedeker for Olympic Visitors

COACHES contemplating a trip to the Olympics this summer will be interested in the transportation situation and the day-to-day program of events.

As far as we know, the boats are booked solidly right through October. The steamship companies may add a number of crossings. But, if you haven't already made your boat reservation, better forget about this means of travel.

Right now your best bet is the air lanes. Our overseas air lines are increasing their trans-Atlantic schedules from 15 to 20 round-trip flights weekly, effective May 1, with daily flights between New York and London from May to September.

Here is the day-to-day program of events:

July 29: Opening Ceremony at Wembley.

July 15-Aug. 14: Art Exhibition (Victoria and Albert Museum).

July 30-Aug. 7: Athletics (Wembley).

Aug. 6-14: Basketball (Harringay).

Aug. 9-13: Boxing (Wembley).

Aug. 11-12: Canoeing (Henley).

Aug. 7-13: Cycling (Herne Hill and Windsor Great Park).

Aug. 9, 10, 11 and 13: Equestrian Events (Aldershot).

July 30-Aug. 13: Fencing (Wembley).

Aug. 10-13: Football (Wembley).

Aug. 9-11: Gymnastics (Wembley).

Aug. 9-12: Field Hockey (Wembley).

July 30-Aug. 4: Modern Pentathlon (Aldershot and elsewhere).

Aug. 5-9: Rowing (Henley).

Aug. 2-6: Shooting (Bisley).

July 29-Aug. 7: Swimming (Wembley).

July 31-Aug. 3: Weight-lifting (place to be announced).

July 29-Aug. 5: Wrestling (Harringay).

Aug. 3-6, Aug. 10-12: Yachting (Torquay).

Aug. 14: Closing ceremony and equestrian jumping (Wembley).

How to accommodate the great influx of tourists remains a major problem for the British authorities and the Olympic Games Committee. Austerity conditions make it impossible to build an Olympic village—as was done at the last two Olympics—to house the competitors and the army of coaches, pressmen and officials.

Wartime military camps on the outskirts of London are being taken over to house Olympic teams, and London itself will be able to accommodate a far greater number of tourists this summer than last.

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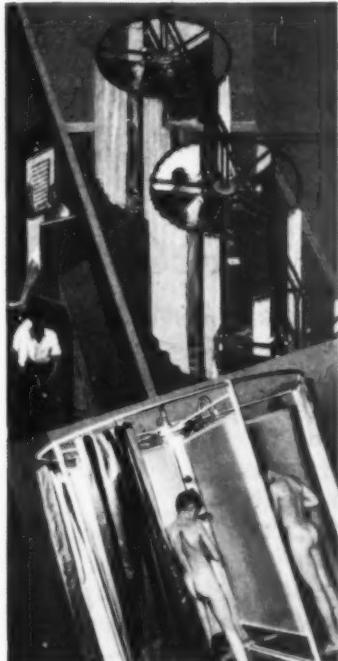
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Football

BELL, MATTY, S.M.U.—Texas Coaches (adv. on p. 67).
BIERMAN, BERNIE, Minnesota—Milwaukee St. Teachers (adv. on p. 69); New Mexico Coaches (adv. on p. 70).
BUTTS, WALLY, Georgia—Louisiana Coaches (adv. on p. 68).
BROWN, PAUL, Cleveland Browns—Ohio Coaches (adv. on p. 68).
CALDWELL, CHARLIE, Princeton—Edinboro.
CRAVATH, JEFF, U.S.C.—Colorado Coaches (adv. on p. 68).
CRISLER, FRITZ, Michigan—Adams St. (adv. on p. 60, April issue); Kansas Coaches; Utah St.; Washington Coaches (adv. on p. 67).
DE GROOT, DUD, West Virginia—West Virginia U. (adv. on p. 69).
DODD, BOBBY, Georgia Tech—Eastern Pa. Coaches (adv. on p. 68); Ohio Coaches (adv. on p. 68); Texas Coaches (adv. on p. 67).
DREW, RED, Alabama—Bethany (adv. on p. 69).
ELIOT, RAY, Illinois—Colby College (adv. on p. 70); Illinois Coaches (adv. on p. 67); Missouri U.; New Mexico Coaches (adv. on p. 70).
FAUROT, DON, Missouri—Bethany (adv. on p. 69); Missouri U.; Ohio Coaches (adv. on p. 68).
FESLER, WES, Ohio St.—Minnesota Coaches.
HICKMAN, HERMAN, Yale—Eastern Pa. Coaches (adv. on p. 68); New York Coaches (adv. on p. 69); Ohio Coaches (adv. on p. 68).
HIGGINS, BOB, Penn St.—Connecticut U. (adv. on p. 67); New York Coaches (adv. on p. 69); Ohio Coaches (adv. on p. 68); Rhode Island Coaches.

HOLCOMB, STU, Purdue—Edinboro; South Dakota Assn.; Western Illinois St. (adv. on p. 70).
HOWELL, DIXIE, Idaho—Idaho Coaches (adv. on p. 70).
LEAHY, FRANK, Notre Dame—Adams St. (adv. on p. 60, April issue).
LITTLE, LOU, Columbia—Connecticut U. (adv. on p. 67).
MEYER, DUTCH, T.C.U.—Louisiana Coaches (adv. on p. 68).
MUNN, BIGGIE, Michigan St.—Eastern Pa. Coaches (adv. on p. 68); Fremont (adv. on p. 69).
NITCHMAN, NELSON, U.S. Coast Guard Acad.—Colby College (adv. on p. 70).
ODELL, HOWIE, Washington—Oklahoma Coaches.
OOSTERBAAN, BENNIE, Michigan—Ohio Coaches (adv. on p. 68).
SANDERS, RED, Vanderbilt—Georgia Coaches.
SNAVELY, CARL, North Carolina—North Carolina U.; Oklahoma Coaches.
SORBOE, PHIL, Washington St.—Washington St.
STUHLDREHER, HARRY, Wisconsin—Illinois Coaches (adv. on p. 67).
TATUM, JIM, Maryland—Georgia Coaches.
VALPEY, ART, Harvard—Ohio Coaches (adv. on p. 68).
WALDORF, LYNN, California—Montana U.
WARMATH, MURRAY, Tennessee—Wyoming U. (adv. on p. 70).
WATTERS, LEN, Williams—New York Coaches (adv. on p. 69).
WYATT, BOWDEN, Wyoming—Colorado Coaches (adv. on p. 68).

Basketball

BEE, CLAIR, Long Island U.—Adams St. (adv. on p. 60, April issue); Texas Coaches (adv. on p. 67).
CARLSON, H. C., Pittsburgh—Edinboro.
COWLES, OZZIE, Michigan—New Mexico Coaches (adv. on p. 70).
COX, FROSTY, Colorado—Colorado U.; South Dakota Coaches.
DIDDLE, ED, Western Kentucky—Louisiana Coaches (adv. on p. 68).
FRIEL, JACK, Washington St.—Washington St.
GARDNER, JACK, Kansas St.—Kansas Coaches; Utah St.
GRAY JACK, Texas—Texas Coaches (adv. on p. 67).
GREENE, ROY, Cornell—New York Basketball.
HINKLE, TONY, Butler—Fremont (adv. on p. 69).
HOBSON, HOWARD, Yale—Colby College (adv. on p. 70); Illinois Coaches (adv. on p. 67).
IBA, HANK, Oklahoma A. & M.—Adams St. (adv. on p. 60, April issue); Minnesota Coaches; Missouri U.; Washington Coaches (adv. on p. 67).

JULIAN, DOGGIE, Holy Cross—Connecticut U. (adv. on p. 67); Eastern Pa. Coaches (adv. on p. 68); New York Coaches (adv. on p. 69); Rhode Island Coaches; Wyoming U. (adv. on p. 70).
KETCHUM, ELLISON, Denver—Colorado Coaches (adv. on p. 68).
KRAUSE, MOOSE, Notre Dame—Rhode Island Coaches.
LAWRENCE, KARL, Colgate—New York Coaches (adv. on p. 69).
LAWTHER, JOHN, Penn. St.—New York Basketball.
MacMILLAN, DAVE, Minnesota—Milwaukee St. Teachers (adv. on p. 69).
PATTON, LEE, West Virginia—West Virginia U. (adv. on p. 69).
PETERSON, VADAL, Utah—New Mexico Coaches (adv. on p. 70).
RUPP, ADOLPH, Kentucky—Montana U.; Western Illinois St. (adv. on p. 70).
SCOTT, TOM, North Carolina—North Carolina U.
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ALABAMA UNIV. — University, Ala. Aug. 25-28. H. D. Drew, director. Courses: Football, Basketball, Baseball, Track. Staff: University staff. Tuition: Free.

ARKANSAS ST. COLLEGE — State College, Ark. June 17-19. Other details to be announced.

ATHLETIC TRAINING COURSE — New York, N. Y. June 14-July 16. Dr. S. E. Bilik, director. Exhaustive course in every phase of Athletic Training. See adv. on page 70.

BETHANY COACHING SCHOOL — Bethany, W. Va. Aug. 16-20. John Knight, director. Course: Football. Staff: Don Faurot, Red Drew. Tuition: \$30 (includes room and board). See adv. on page 69.

COLBY COLLEGE — Waterville, Me. June 10-12. Ellsworth W. Millett, director. Courses: Football, Basketball, Training. Staff: Howard Hobson, Ray Eliot, Nelson Nitchman, Walter Holmer, Dr. T. E. Hardy. Tuition: Football, \$10; Basketball, \$10; both, \$15. See adv. on page 70.

COLORADO COACHES ASSN. — Denver, Colo. Aug. 23-28. N. C. Morris and Don R. DesCombes, directors. Courses: Football, Basketball, Track, Wrestling. Staff: Jeff Cravath, Bowden Wyatt, Dr. L. C. Butler, Ellison Metchum, Frank Potts, Julius Wagner. Tuition: Free for members; \$5, others. See adv. on page 68.

COLORADO UNIV. — Boulder, Colo. June 12-July 18, first term; July 21-Aug. 22, second term. Harry G. Carlson, director. Courses: Football, Basketball, Track, Health Ed., Training, Recreation. Staff: Frank Potts, Frosty Cox, others. Tuition: Per term, \$24 for resident; \$45, others.

CONNECTICUT UNIV. — Storrs, Conn. Aug. 23-27. George Van Bibber, director. Courses: Football, Basketball, Baseball, Soccer. Staff: Lou Little, Bob Higgins, Doggie Julian, Norman Daniels, Joe Bedenk, Bill Jeffrey. Tuition: \$10. See adv. on this page.

EASTERN PENNA. COACHES ASSN. — East Stroudsburg, Pa. June 21-25. Marty Baldwin, director. Courses: Football, Basketball, Baseball. Staff: Bobby Dodd, Biggie Munn, Herman Hickman, Doggie Julian, Charley Gelbert. Tuition: \$30 for state coaches; \$32, others (includes room and board). See adv. on page 68.

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EDINBORO COACHING SCHOOL — Edinboro, Pa. Aug. 10-13. James F. Hyde, director. Courses: Football, Basketball, Training. Staff: Stu Holcomb, Charlie Caldwell, Buff Donelli. Tuition: \$20 (includes room and board) for members of Northwestern Pa. Coaches Assn.; \$25, non-members.

FREMONT COACHING SCHOOL — Fremont, Mich. Aug. 23-25. L. J. Gotschall, director. Courses: Football, Basketball, Training. Staff: Biggie Munn, Forrest Evashevski, Tony Hinkle, Buck Read, Floyd Baker, Jack Hepinstol, others. Tuition: Basketball, \$6.50; Football, \$4. See adv. on page 69.

GEORGIA COACHING CLINIC — Atlanta, Ga. Aug. 12-18. Dwight Keith, director. Courses: Football, Basketball, Track, Training. Staff: Red Sanders, Jim Tatum, Jim Cavan, others. Tuition: Basketball, \$10; Football, \$10; both, \$15.

IDAHO COACHES ASSN. — Boise, Ida. Aug. 9-13. George L. Hays, director. Course: Football. Staff: Dixie Howell and the Howell System. See adv. on page 70.

ILLINOIS COACHES ASSN. — Champaign, Ill. Aug. 16-21. Ray Holmer, director. Courses: Football, Basketball. Staff: Harry Stuhldreher, Howard Hobson, Ray Eliot, others. Tuition: \$10, members; \$20, others. See adv. on page 67.

INDIANA BASKETBALL SCHOOL — Logansport, Ind. Aug. 12-14. Cliff Wells, director. Staff: To be announced. Tuition: \$10.

KANSAS COACHING SCHOOL — Wichita, Kan. Aug. 16-20. E. A. Thomas, director. Courses: Football, Basketball, Training. Staff: Fritz Crisler, Jack Gardner, others. Tuition: \$10.

LOUISIANA COACHES ASSN. — Lafayette, La. Aug. 11-13. Woodrow W. Turner, director. Courses: Football, Basketball, Track, Baseball, Boxing, Training. Staff: Wally Butts, Dutch Meyer, Ed Diddle, R. L. Browne, others. Tuition: \$2, state h. s. coaches; \$5, state college coaches and outside h. s. coaches; \$8, outside college coaches. See adv. on this page.

MICHIGAN H. S. ATHLETIC ASSN. (Lower Peninsula) — Mt. Pleasant, Mich. Aug. 16-20. D. P. Rose, director. Courses: Football, Basketball, Training. Staff: To be announced. Tuition: \$15.

MICHIGAN H. S. ATHLETIC ASSN. (Upper Peninsula) — Marquette, Mich. Aug. 9-13. C. V. Money, director. Courses: Football, Basketball, Training. Tuition: \$15.

MILWAUKEE ST. TEACHERS — Milwaukee, Wis. Aug. 2-5. Armin R. Kraeft, director. Courses: Football, Basketball. Staff: Bernie Bierman, Dave MacMillan, Lisle Blackburn, Clifford Fagan. See adv. on page 69.

MINNESOTA COACHES ASSN. — Minneapolis, Minn. Aug. 17-20. H. R. Peterson and Chet Roan, directors. Courses: Football, Basketball. Staff: Hank Iba, Wes Fesler. Tuition: Free for members; \$10, others.

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MISSOURI UNIV.—Columbia, Mo. June 22-24. Don Faurot, director. Courses: Football, Basketball, Baseball, Track, Training, Physical Ed. Staff: Ray Eliot, Don Faurot, Hank Iba, Wilbur Stalcup, John Simmons, Tom Botts, Ollie DeVictor, Dr. Jack Matthews. Tuition: \$10.

MONTANA UNIV.—Missoula, Mont. July 26-30. Douglas A. Fessenden, director. Courses: Football, Basketball. Staff: Lynn Waldorf, Adolph Rupp. Watch for adv. next month.

NEBRASKA ACTIVITIES ASSN.—Lincoln, Neb. Aug. 12-15. O. L. Webb and A. J. Lewandowski, directors. Courses: Football, Basketball, Track, Baseball. Staff: To be announced.

NEBRASKA UNIV.—Lincoln, Neb. June 8-July 15, short session; June 8-July 30, long session. Louis E. Means, director. Courses: Physical Ed., Coaching, Recreation. Staff: 13 University staff members. Tuition: Regular university fees.

NEW MEXICO COACHES ASSN.—Albuquerque, N. M. Aug. 8-14. Elwood S. Romney, director. Courses: Football, Basketball. Staff: Ray Eliot, Bernie Bierman, Ozzie Cowles, Vadal Peterson. Tuition: \$15. See adv. on page 70.

NEW YORK BASKETBALL SCHOOL—Hancock, N. Y. Aug. 19-21. John E. Sipos, director. Staff: Roy Greene, John Lawther, Whitey Anderson. Tuition: \$10.

NEW YORK STATE—Clinton, N. Y. Aug. 23-28. Philip J. Hammes, director. Courses: Football, Basketball, Baseball, Track, Wrestling, Six-Man Football, Training. Staff: Bob Higgins, Herman Hickman, Leonard Watters, Doggie Julian, Karl Lawrence, Sprig Gardner, others. See adv. on this page.

NORTH CAROLINA UNIV.—Chapel Hill, N. C. Aug. 9-14. Tom Scott, director. Courses: Football, Basketball. Staff: Carl Snavely, Tom Scott, R. A. Fetzer, others.

OHIO FOOTBALL COACHES ASSN.—Canton, Ohio. Aug. 9-14. J. R. Robinson, director. Staff: Bennie Oosterbaan, Art Valppay, Don Faurot, Bob Higgins, Bobby Dodd, Herman Hickman, Paul Brown, Sid Gillman. Tuition: \$5 for members; \$10, others. See adv. on page 68.

OKLAHOMA COACHES ASSN.—Oklahoma City, Okla. Aug. 16-20. Clarence Briehaupt, director. Course: Football. Staff: Howie Odell, Carl Snavely. Tuition: \$5.

PENN ST. COLLEGE—State College, Pa. June 8-25, inter-session; June 28-Aug. 7, main session; Aug. 9-27 and Aug. 30-Sept. 18, post-sessions. Courses: All Sports, Health Ed., Physical Ed., Recreation. Staff: College Faculty. See adv. on page 38, April issue.

RHODE ISLAND COACHES ASSN.—Providence, R. I. May 28-31. Gig Pariseau, director. Courses: Football, Basketball, Baseball, Track. Staff: Bob Higgins, Moose Krause, Doggie Julian, Boston Braves Baseball Club. Tuition: \$20.

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TEXAS COACHES ASSN.—Abilene, Tex. Aug. 2-7. L. W. McConachie, director. Courses: Football, Basketball, Baseball, Track. Staff: Bobby Dodd, Matty Bell, Jack Gray, Clyde Littlefield, Bobby Cannon, Adolph Rupp, Eddie Wojecks. Tuition: \$10, members; \$15, non-members; \$25, sporting goods companies. See adv. on page 67.

UTAH COACHES ASSN.—Salt Lake City, Utah. Aug. 9-14. H. B. Linford, director. Courses and Staff to be announced.

UTAH ST. AGRICULTURAL COLLEGE—Logan, Utah. June 7-11. E. L. Romney, director. Courses: Football, Basketball. Staff: Fritz Crisler, Jack Gardner. Tuition: \$10.

VIRGINIA FOOTBALL COACHES — Charlottesville, Va. Aug. 12-14. Staff: To be announced. Tuition: Free.

WASHINGTON ST. COACHES ASSN.—Seattle, Wash. Aug. 23-28. A. J. Lindquist, director. Courses: Football, Basketball, Training, Football Officiating. Staff: Fritz Crisler, Hank Iba, Frank Cramer, others. Tuition: \$7.50 ea. for Football and Basketball. See adv. on page 67.

WASHINGTON ST. COLLEGE — Pullman, Wash. June 14-July 10. J. Fred Buhler, director. Courses: Football, Basketball, Track, Baseball, Training. Staff: Phil Sorboe, Jack Friel, Jack Mooberry, A. B. Bailey. Tuition: \$16.50.

WEST VIRGINIA UNIV. — Morgantown, W. Va. June 2-July 14. F. J. Halter, director. Courses: Football, Basketball, Baseball, Track, Administration, Training, Officiating. Staff: Dud DeGroot, Lee Patton, Steve Harrick, Art Smith, Henry Stone, others. Tuition: Residents—\$5 per hour (1 week), \$25 for 6 weeks; Non-residents—\$7 per hour (1 week), \$35 for 6 weeks. See adv. on page 69.

WESTERN ILLINOIS ST. COLLEGE — Macomb, Ill. July 8. Ray Hanson, director. Courses: Football, Basketball. Staff: Stu Holcomb, Adolph Rupp. Tuition: Free. See adv. on this page.

WISCONSIN COACHES ASSN. — Madison, Wis. Aug. 16-20. Harold A. Metzen, director. Courses: Football, Basketball, Six-Man, Training. Staff: To be announced. Tuition: \$1, members; \$10, others.

WISCONSIN UNIVERSITY — Madison, Wis. June 25-Aug. 20. John G. Fowles, director. Courses and Staff to be announced.

WYOMING UNIV. — Laramie, Wyo. Aug. 9-13. Glenn J. Jacoby, director. Courses: Football, Basketball. Staff: Murray Warmuth, Doggie Julian. Tuition: \$10. See adv. on this page.

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HEALTH and PHYS. ED.,
DUVAL COUNTY, FLA.

V. L. MORRISON, Athletic Director
TECHNICAL H. S., ST. CLOUD, MINN.

F. S. O'CONNOR, Athletic Director
BOONE (IOWA) H. S.

FLOYD A. ROWE, Directing Supervisor
PHYSICAL WELFARE, CLEVELAND
PUBLIC SCHOOLS

DAVID P. SNYDER, Director
PHYS. ED., OAKLAND PUBLIC
SCHOOLS, CAL.

CHALMER WOODARD, Coach
LIBERTY H. S., LAWRENCE, KANS.

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DANIEL J. FERRIS, Secretary-Treasurer

COLLEGE

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YALE UNIVERSITY

O. B. COWLES, Basketball Coach
UNIVERSITY OF MICHIGAN

DEAN CROMWELL, Track Coach
UNIVERSITY OF SO. CALIFORNIA

THOMAS K. CURETON, Professor
PHYS. ED., UNIV. of ILLINOIS

LOU LITTLE, Football Coach
COLUMBIA UNIVERSITY

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- AMERICAN HAIR & FELT (42)
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- AMERICAN WIRE (51)
 Folder, Checking and Locker Baskets, Uniform Hanger
- AVIS FILMS (55)
 Information on T Film
- BECTON, DICKINSON (34)
 Ace Athletic Manual on Treatment of Athletic Injuries
- BELL-MACK LABS. (64)
 Information on Powder for Jock-Itch
- BERMAN CHEMICAL (61)
 Sample Saf-T-Klenz for Swimming Pools
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 "Sports Trail" News Letter
- BRADLEY WASHFOUNTAIN (65)
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- BROOKS SHOE (4)
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- BUTWIN SPORTSWEAR (47)
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- JOHN B. FLAHERTY (30)
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- GENERAL ELECTRIC (35)
 Standard Installation Plans for Football Lighting
- GULF OIL (29)
 Booklet, "Sani-Soil-Set, The Modern, Proven Agent for Controlling Dust"
- H. & R. MFG. (51)
 Information on Dry Marker
- HANNA MFG. (57)
 Catalog on Bats
- HARRINGTON & RICHARDSON ARMS (61)
 Information on Starter Revolver
- HILLERICH & BRADSBY (17)
 Famous Sluggers Year Book
 Softball Rules
- HYDE ATH. SHOES (19)
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- KAYE SPORTSWAIR (64)
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- BRADLEY M. LAYBURN (64)
 Information on Gym and Playground Apparatus, Portable Bleachers, Electric Scoreboards
- LEAVITT CORP. (63)
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- LINEN THREAD
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Full Information on
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SEE PAGE 72 FOR OTHER LISTINGS AND FORM FOR SIGNATURE

MASTER COUPON

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| <input type="checkbox"/> Catalog on Telescopic Gym Seats, Steel Lockers | OHIO-KY. MFG. (23) | SANI-TREAD (58) |
| <input type="checkbox"/> Information, Acromat-Trampolin | <input type="checkbox"/> Catalog on Complete Line of Balls, Gloves, Mitts, Striking Bags | <input type="checkbox"/> Sample of Paper Bath Slipper (give age-range of students) |
| <input type="checkbox"/> Catalog on Basketball Backstops, Scoreboards | | |
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(Inside Back Cover) |
| <input type="checkbox"/> Catalog of Sports Books | <input type="checkbox"/> Catalog on Uniforms | <input type="checkbox"/> Information on Sav-A-Leg Home Plate, Athletic Tape, Kantileek Bladders |
| O. F. MOSSBERG (52) | PASSON'S SPORT (64) | <input type="checkbox"/> Information on New Line of Athletic Balls |
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| NADEN & SONS (46) | PHARMA CRAFT (60) | SOLVAY SALES (51) |
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| NATIONAL SPORTS (54) | POWERS MFG. (42) | SPALDING & BROS. (1) |
| <input type="checkbox"/> Catalogs: Bases, Mats, Rings, Training Bags, Wall Pads, Pad Covers | <input type="checkbox"/> Catalog on Athletic Uniforms | <input type="checkbox"/> Catalog |
| <input type="checkbox"/> "Pointers on Boxing" Booklet | | <input type="checkbox"/> Sports Show Book |
| NISSEN TRAMPOLINE (47) | ROBERT W. PRITCHARD (48) | See ad for free reservation of new baseball film |
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NAME _____ POSITION _____
(Principal, coach, athletic director, physical director)

SCHOOL _____ ENROLLMENT _____

CITY _____ STATE _____

No coupon honored unless position is stated MAY, 1948

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